



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

<b>Course Title:</b>	<b>English Language Arts</b>
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<b>Grade Level(s):</b>	<b>5</b>
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<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	Wit & Wisdom is a comprehensive ELA curriculum composed of four modules or units of study. Each module focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For each module, students read a series of authentic texts on the module topic and engage with the texts critically and systematically. The approach is integrated and includes daily reading, writing, speaking, listening, grammar and vocabulary study which is based on the texts. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students practice reading, writing, speaking, listening and language in an integrated way, with every strand of the standards woven throughout each module. In addition to the Wit & Wisdom block of instruction, students are given opportunities during Literacy Lab for coached IDR, differentiated small group instruction, and Spelling Connections activities.					
<b>Grading Procedures:</b>	Weighted Categories: 60% Major Assessments 40% Minor Assessments					
<b>Primary Resources:</b>	<ul style="list-style-type: none"><li>• Great Minds Module 1-4</li><li>• Teacher Implementation Guide</li><li>• Digital resources from Greatminds.org</li><li>• Core Texts</li><li>• Independent Classroom Libraries</li><li>• Spelling Connections</li><li>• <u><i>The Reading Strategies Book</i></u> by Jennifer Serravallo</li><li>• Independent Reading Library</li></ul>					

# Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

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**Under the Direction of:**

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**Written: August 2018**

**Revised: August 2024**

**BOE Approval:**

## **Unit Title: Module 1: Cultures in Conflict**

### **Unit Description:**

What does it mean to belong to a culture? How do a culture's beliefs and values guide the actions of its people, both as individuals and collectively? What happens when cultures with very different beliefs and values come into conflict? This module gives fifth-grade students the opportunity to ask these questions as they explore the devastating impact of U.S. territorial growth through the eyes of one Native American tribe, the Nez Perce.

The module includes a close study of informational texts, historical fiction, stories, paintings, and photographs designed to build foundational knowledge about U.S. westward expansion and the impact it had on Native American societies. Throughout the module—as students build knowledge of American westward expansion, learn about Nez Perce culture, and study the conflict between the Nez Perce and the U.S. government—they return over and over to the Module's Essential Question, "*How do cultural beliefs and values guide people?*" For their End-of-Module (EOM) Task, students apply this question to Chief Joseph's "Lincoln Hall Speech" to write an informative essay explaining how Chief Joseph conveys core Nez Perce beliefs and values in his "Lincoln Hall Speech."

### **Literacy Lab**

Literacy Lab is a component of our ELA block of instruction aimed to address individual student needs. It allows students the chance to practice the skills and strategies they've learned throughout the module and apply them to independent level texts. The time should be preserved and implemented for a minimum of 30 minutes daily. Literacy Lab consists of coached independent reading, small group reading, and spelling. Students have specific reading goals which are reinforced in reading conferences and small group work; these goals are individualized and often relate to the standards taught in the module. At times, students may also work on individualized writing goals. The emphasis of this time period is to promote student choice, a love of reading, and differentiated instruction.

**Unit Duration:** 1 Marking Period

35 Wit and Wisdom lessons (75-90 minutes each)

Literacy Lab (30 minutes daily)

## Desired Results

Standard(s):

### Primary

RI.CI.5.2. (Lessons 1, 2, 3, 30, 31, 32, 33, 33, 35) Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3. (Lessons 5, 7, 8, 15, 16, 30, 31, 32, 33, 34, 35) Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RL.IT.5.3 (Lessons 15, 19, 21, 22, 23, 26, 27, 28, 30) Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

W.IW.5.2 (Lessons 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16, 21, 22, 23, 25, 26, 27, 28, 33, 34, 35) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.IW.5.2.A Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

W.IW.5.2B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.IW.5.2.C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.IW.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.5.2.E Provide a concluding statement or section related to the information or explanation presented.

L.RF.5.4b read grade-level text orally with accuracy, appropriate rate, and expression.

(Lessons 1, 2, 10, 18, 21, 24, 31)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.L.VI.5.3.A Interpret figurative language, including similes and metaphors, in context..L.VI.5.3.B Recognize and explain the meaning of common idioms, adages, and proverbs. L.VI.5.3.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### Reinforced

#### Reading

RI.CT.5.8. Compare and contrast the author's approaches across two or more informational texts within the same genre or about texts on the same or similar topics

#### Writing

.W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.NW.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.NW.5.3B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.NW.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.NW.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events.

## Speaking and Listening

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## Language

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

Spell grade appropriate words correctly, consulting references as needed.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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Indicators:

*Students will...*

### Reading

- Determine the main or central ideas of informational texts and explain how key details support them. (RI.CI.5.2.)
- Summarize informational text, paraphrasing main ideas in a shortened version. (RI.CI.5.2.) • Summarize stories and chapters of novels, describing characters, setting, conflict, key events, and outcome or resolution. (RL.CI.5.2)
- Analyze and explain the relationship and interactions between different groups and concepts, explaining the impact of one group or concept upon the other. (RL.IT.5.3, RI.IT.5.3.)
- Analyze characters' thoughts, words, and actions to infer their individual and cultural beliefs and values, supporting inferences with text evidence. (RL.CR.5.1.)
- Compare and contrast characters in stories, drawing on specific details in the text to support analysis. (RL.CR.5.1., RL.IT.5.3.)
- Compare and contrast Nez Perce myths with regard to the roles they play in traditional Nez Perce culture. (RL.CI.5.2, RL.IT.5.3)
- Analyze how Chief Joseph's "Lincoln Hall Speech" conveys cultural beliefs and values of the Nez Perce. (RI.CI.5.2., RI.IT.5.3.)

### Writing

- Create a written summary that conveys main ideas and key details of an informational text. (RI.CI.5.2., W.IW.5.2) • Cite, paraphrase, and elaborate on evidence from literary and informational texts, providing source information and necessary context, in preparation for written analysis. (RL.CR.5.1., W.IW.5.2, W.SE.5.6) • Craft topic statements for explanatory paragraphs, including comparison or contrast paragraphs, that state an essential idea about a topic and include one or two key points. (W.IW.5.2.a)
- Craft thesis statements for explanatory essays, including comparison-contrast essays, that state an essential idea about a topic and include two key points. (W.IW.5.2.a)
- Create focused, well-organized explanatory and comparison-contrast paragraphs and essays, developing the topic with evidence and elaboration and with task, purpose, and audience in mind. (W.IW.5.2)

### Speaking and Listening

- Speak collaboratively in large and small groups by listening to, sharing, and responding to ideas in order to achieve greater understanding of a text or question. (SL.PE.5.1.a, SL.PE.5.1)
- Listen attentively to notice a speaker's word choice in order to support focus and understanding of what a speaker is saying. (SL.ES.5.3)

### Language

- Determine or clarify the meaning of unknown words and phrases in texts using a variety of strategies, including interpreting figurative language in context. (L.VL.5.2.a, L.VL.5.2.b, L.VL.5.2.c, L.5.5, L.VI.5.3.a) • Expand and combine sentences using prepositional phrases, subordinating conjunctions, and coordinating conjunctions to enhance meaning, interest, and style. (L.5.1.a, L.KL.5.1a)
- Connect ideas within sentences and paragraphs and between paragraphs. (W.IW.5.2.c, L.5.6) • Communicate clearly by punctuating and capitalizing titles correctly in sentences. (L.5.2.d)

**Understandings:**

*Students will understand that... U*

- Cultures define themselves in many ways, including their beliefs and values.
- A culture's beliefs and values help determine the actions and behaviors of its people.
- Cultural conflicts often occur as a result of differing beliefs and values.
- We can learn about an individual's or culture's most important beliefs and values by observing their words and actions.

**Essential Question: How do cultural beliefs and values guide people?**

- How did U.S. westward expansion impact Native American Cultures in the West? (Lessons 1-4)
- How did the Nez Perce's homeland sustain their lifestyle and culture? (Lessons 5-8)
- What role do stories play in Nez Perce culture? (Lessons 9-12)
- How does conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values? (Lessons 13-16)
- What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet? (Lessons 17-28)
- What important Nez Perce beliefs and values does Chief Joseph convey in his "Lincoln Hall Speech"? (Lessons 29-35)

**Assessment Evidence****Performance Tasks:T**

- **Check for Understanding (CFU):** A lesson-level assessment included in each Wit & Wisdom lesson. CFUs take many forms, such as an Exit Ticket, a graphic organizer, or a written response. Aligned to specific skills acquisition, they focus on reading, writing, and/or speaking and listening. On average, one to three CFUs appear in each lesson. Every Deep Dive has its own CFU. (Daily)
- **Exit Ticket:** A strategy for quickly assessing student understanding in which, upon ending a lesson, students respond to a short-answer or multiple-choice question on an individual sheet of paper and submit it to the teacher. (Daily)
- **Focusing Question:** A thought-provoking, transferable question that guides students' thinking, reading, writing, and discussion throughout a module, to be addressed in the EOM Task and investigated well after the module ends. (Performance)
- **Focusing Question Task:** An assessment at the end of a Focusing Question arc of lessons through which students demonstrate both their understanding of the arc's content and their ability to use the craft skills taught up to that point in the module. (Performance)
- **Knowledge Journal:** A journal students use to reflect on, synthesize, and extend the knowledge they have developed—as a group

**Other Evidence:**

- IDR student conferences: One on one conferring with students. Intervention only (Literature Lab should not contain Wit and Wisdom Unit, but reinforcement for the struggling student to ensure understanding for the standard needed to be addressed).
- Strategy Groups
- IDR Status of the Class
- Deep Dives

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individually—over a stretch of time, emphasizing transferable learning about topics and skills. (Daily)

- **New-Read Assessment:** An assessment of students' ability to transfer select reading and language skills they have learned to a new text or portion of a text that they have not previously read. (Performance)
- **Response Journal:** A frequently-used journal in which students record their thinking during core lessons and Deep Dives, including lists of brainstormed ideas, responses to questions and prompts, and reflections on texts or classroom discussions. (Daily)
- **Socratic Seminar:** A student-led collaborative discussion centering on a thought-provoking question related to a module's content. Students engage in inquiry, elaboration, and debate while expressing their own ideas clearly. (Performance)
- **Text-Dependent Question (TDQ):** TDQs develop a purposeful line of questioning that focuses on key aspects of a text and that students can answer only by referring to textual evidence. (Daily)
- **Vocabulary Journal:** A journal in which students engage in vocabulary-related work, such as making connections among words, applying their understanding of a word, or recording definitions of key words. (Daily)
- **Volume of Reading:** The reading students do independently. Research shows a correlation between the volume of high quality texts students read and their development of reading skills and proficiency. (Performance)
- **End of Module Task (EOM):** The assessment at the end of a module through which students demonstrate both their understanding of the module's content and their ability to use the craft skills taught in the module. (Performance)

**Benchmarks:**

- Columbia Assessment
- iReady Diagnostic
- LCA 1,2,3



## Learning Plan

Throughout the Module, there are several best practices for teachers to consider. These might include: Varying the size of your partnerships to match the needs of your learners (e.g., ELL students may benefit from being in a triad instead of a partnership).

During Read Alouds engagement strategies **MUST** be incorporated. These are not always explicitly stated in the manual. These strategies might include Stop and Jots, Notice and Wonder charts, gist statements, turn and talk, annotating the text, and other active reading strategies.

Regular and specific feedback for students regarding their writing.

### Learning Activities:

#### Lessons 1-4

- Generate text-based questions to support and monitor understanding of a text.
- Determine and summarize the main ideas and key details of several informational texts.
- Synthesize main ideas and key details of an article into a written summary.

#### Lessons 5-8

- Explain the functions of topic statements and body sentences in an informative paragraph, and how they relate.
- Compose a topic statement for an explanatory paragraph about children's play that includes a main idea and answers a given prompt.
- Draft a topic statement for an explanatory paragraph about an aspect of Nez Perce lifestyle or culture.
- Develop a paragraph explaining how the Nez Perce homeland shaped or sustained an aspect of the tribe's lifestyle or culture.

#### Lessons 9-12

- Summarize a story, including characters, setting, problem, key events, resolution, and relate it to the Nez Perce culture.
- Compare how two Nez Perce stories serve similar roles in Nez Perce Culture, supporting ideas with evidence from both texts.

#### Lessons 13-16

- Infer the significance of one's own observations and/or questions about characters and conflict in Chapter 1 of Thunder Rolling in the Mountains
- Apply knowledge of the conflict between Nez Perce and European Americans from multiple texts to understand the conflict facing the characters in Thunder Rolling in the Mountains
- Analyze how characters' words in the novel reveal the significance of the Nez Perce homeland to its people and demonstrate their beliefs and values.
- Plan and write a contrast paragraph highlighting the contrast between the significance of the Nez Perce homeland to the Nez Perce tribe and to the U.S. government and settlers. Explain how their differing views on the land reveal differences in the groups' cultural beliefs and values.

#### Lessons 17-28

- Analyze how characters' words and actions in Thunder Rolling in the Mountains reveal their beliefs and values and explain how these beliefs and values guide the characters' actions in the novel.
- Analyze evidence of characters' beliefs and values to identify similarities and differences in characters' beliefs and values.
- Determine a central theme or message of Thunder Rolling in the Mountains by analyzing the significance of a character's actions and reflecting on the most valuable lesson the story imparts.
- Create a well-developed essay to compare and contrast Chief Joseph's and Sound of Running Feet's

beliefs and values in the novel Thunder Rolling in the Mountains.

#### Lessons 29-35

- Determine the main ideas of Chief Joseph's "Lincoln Hall Speech".
- Identify two of the Nez Perce's values and beliefs based on chief Joseph's words in his "Lincoln Hall Speech". Find supporting evidence for those values and explain the importance of the evidence. •
- Synthesize understanding of Nez Perce values from Chief Joseph's "Lincoln Hall Speech" in essay format.

#### Coached IDR and ELA Coaching

- Priority is helping every student grow as a reader through individual conferences driven by specific student goals
- Goals might include essential standards from the module
- Self -selected student texts
- Conferring Questions that relate to the module might include:
  - What questions have you had while reading?

- Tell me about two characters in your book that are different. How about two that seem similar? •
- What settings have you come across in your book so far? Do you see any significant similarities and differences in the settings?

## Resources

Module 1 Manual/Digital Edition

Module 1 Student Journals

Implementation Guide

Spelling Connections

Independent Reading Libraries

Newsela

Core Texts:

- Novel (Literary)
- Thunder Rolling in the Mountains, Scott O'Dell and Elizabeth Hall
- Speech
- "Lincoln Hall Speech," Washington D.C., January 14, 1879, Chief Joseph, Nez

Perce Supplementary Texts:

- Film Clip
- *A Landscape of History* (<http://witeng.link/0675>)
- *Historical Account* (Informational)
- "Teaching with Documents: The Lewis and Clark Expedition" (National Archives)
- *Map of the United States Expansion*
- *Map of Native American Tribes*
- "Lewis & Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living" (Newberry Library)
- "Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country" (The Newberry Library) • "Nimiipuu Homeland" (Nez Perce National Historic Park Museum Collections)
- "Legend Times" (Nez Perce National Historic Park Museum Collections)
- "Food and Drink" (U. S. Department of Agriculture Nez Perce National Historic Trail) • "Clothing" (U. S. Department of Agriculture Nez Perce National Historic Trail)
- "Shelter—The Tipi" (U. S. Department of Agriculture Nez Perce National Historic Trail) • "Getting Around" (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections) • "Transport and Trade" (U. S. Department of the Interior, National Park Service, Nez Perce Museum Collections)
- "Spirituality" (U. S. Department of the Interior, National Park Service, Nez Perce Museum

Collections) Paintings:

- Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Forward, E. A. Burbank (<http://witeng.link/0676>)
- The White Cloud, Head Chief of the Iowas, George Catlin (<http://witeng.link/0677>)
- Portrait of George Washington, Gilbert Stuart (<http://witeng.link/0678>)

Photography:

- "Chief Joseph and his Family c.1880," F.M. Sargent (<http://witeng.link/0679>)
- Stories
- "Coyote and the Monster Story" Parts 1 (<http://witeng.link/0686>), 2, (<http://witeng.link/0687>) and 3, (<http://witeng.link/0688>) told by J. R. Spencer
- "How Beaver Stole Fire from the Pines"

Classroom libraries

Spelling Connections Manual/Student Workbooks

## Unit Modifications for Special Population Students

<p><b>Advanced Learners</b></p>	<ul style="list-style-type: none"> <li>• Throughout Module 1 there are several opportunities for advanced learners to read and work with more complex texts. When working with these texts, students will have the opportunity to complete alternate tasks and practice becoming ‘experts’ on a given topic.</li> <li>• Challenge students to construct more in-depth written responses. For example, see the mini lesson “Angled Summaries for highlighting Deeper Ideas in Plot” (Serravallo 2015, 5.12, p. 145)</li> <li>• Allow stronger writers to draft parts of their essay independently or with a partner.</li> <li>• Independent practice with elaboration using more complex texts. • Encourage advanced learners to read the volume of reading suggestions in Appendix D of Module 1 manual (Island of the Blue Dolphins by Scott O’Dell, <i>The Birchbark House</i>, Louise Erdrich, etc)</li> </ul>
<p><b>Struggling Learners</b></p>	<p>For students who struggle generating questions</p> <ul style="list-style-type: none"> <li>• Use the color-coded anchor chart (teacher created) for different question types. Model the different types of questions along with the corresponding colors. Post yellow “slow down and look” and red “stop and think” question stems in the classroom. Giving struggling students less question stems from which to choose.</li> </ul> <p>For students who struggle determining and expressing main ideas and key details</p> <ul style="list-style-type: none"> <li>• Teach an alternate strategy of looking in the first several sentences of a section of text to locate the main idea of the section.</li> <li>• Teach students to look to headings and subheadings for help understanding a text.</li> <li>• Pull small groups for instruction with a more accessible text to determine main ideas and key details.</li> <li>• Encourage struggling students to underline or highlight words or phrases that might support the main idea of a text.</li> <li>• Collaboratively write main idea statements and details for a subsection of text not highlighted in the main lessons.</li> <li>• Provide sentence frames for the generation of main idea statements.</li> </ul> <p>For students who struggle turning the main idea and key details they have comprehended into a written summary:</p> <ul style="list-style-type: none"> <li>• Provide cloze sentences to support students in organizing their writing. This type of format will help students convey the content and become comfortable with a way to organize their summary in a way that is predictable and meets all requirements.</li> <li>• Support students in paraphrasing and summarizing in small groups: “Paraphrase Chunks, Then Put It Together” (Serravallo, 2015, 8.7, 228)</li> </ul> <p>For students who struggle to annotate articles (Lessons 6 and 7)- Model annotation techniques with less complex text articles such as “Childrens’ Play” from Handout 7A. Consider taping read alouds of texts in advance for students to listen to while reading along. Pair struggling readers with a strong reading partner when grouping students for the reading of cultural</p>

	articles.
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Explicitly teach vocabulary and grammar-emphasize origin of words and word parts (annotation and discussion of unknown vocabulary in Deep Dives)</li> <li>• Allow opportunities for answering text dependent questions that require rereading of texts</li> </ul>

	<ul style="list-style-type: none"> <li>• Encourage students to “Read Up a Ladder” (Serravallo, 2015, 11.22, pg. 321) to develop content vocabulary</li> <li>• Demonstrate and alternate strategy for paraphrasing: “Sketch in Chunks” (Serravallo, 2015, 8.8, pg. 229)</li> <li>• Partner work requiring oral reading of written responses</li> <li>• Use of graphic organizers</li> <li>• Frequent use of Teacher Read-Alouds for the modeling of fluent reading • Repeated readings to build confidence in the correct pronunciation of words and comprehension</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Encourage students to “Read Up a Ladder” (Serravallo, 2015, 11.22, pg. 321) to develop content vocabulary</li> <li>• Repeated practice with on level texts that focus on similar topics to those in the lesson. For example, when practicing writing a topic sentence for a summary paragraph, use an accessible text to create confidence in the students before presenting them with the text in the lesson</li> <li>• Explicitly teach annotations and when possible, limit the number students are responsible for noting</li> <li>• Provide sentence frames and graphic organizers and model multiple examples of desired work output</li> <li>• Read above level text aloud repeatedly and provide students with text recordings when possible</li> <li>• Provide vocabulary note cards with picture clues as well as synonyms of vocabulary words</li> <li>• Teach students additional strategies to determine the main idea, such as “Sketch in Chunks” (Serravallo 2015, 8.8, p. 229) and “Add Up Facts to Determine Main Idea” (Serravallo 2015, 8.11, p. 232)</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

Indicators:

Social Studies

6.1.8.A.1- Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

6.1.8.B.1- Describe migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions of the Western Hemisphere.

6.1.8.B.4- Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans,

*\*These standards are met throughout the module during the in-depth study of the Nez Perce culture.*

Art

NCAAS 7: Perceive and analyze artistic work

NCAAS 8: Interpret intent and meaning in artistic work

NCAAS 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

*\*These three standards are met through learning activities with Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Forward, by E. A. Burbank, The White Cloud, Head Chief of the Iowas, by George Catlin, Portrait of George Washington, by Gilbert Stuart, and "Chief Joseph and his Family c.1880," by F.M. Sargent*

**Integration of 21<sup>st</sup> Century Skills**

Indicators:

8.1.5.A.3- Use a graphic organizer to organize information about a problem or an issue 8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

Throughout Module 1, students will view multiple sources of media. They will organize information gathered from those medias into cohesive essays that relate to the culture and lifestyle of the Nez Perce tribe. They will form hypotheses on the effect of western expansion and the conflict between the Nez Perce and U.S. government. In summation of the module, students will use all information gathered throughout the past several weeks to format a document explaining how Chief Joseph conveys core Nez Perce beliefs and values in his "Lincoln Hall Speech".

Unit Title: Module 2: Word Play

### Unit Description:

This module explores how authors use wordplay to engage audiences, create humor and meaning, and express themes. This study centers on Norton Juster’s classic modern fantasy novel, *The Phantom Tollbooth*, which pulses with clever puns and vibrant wordplay. Juster turns abstract concepts into concrete places, characters, and events in his imaginary land called the Kingdom of Wisdom, turned upside down after its princesses, Rhyme and Reason, were banished to the Castle in the Air. Juster’s young hero, Milo, a bored, disengaged young boy accustomed to wasting time and not accustomed to thinking, is whisked away to this fantastical land one day after traveling through a mysterious tollbooth he discovers in his room. Milo soon discovers that he cannot navigate this strange world without thinking, especially if he’s going to complete his quest to conquer the Mountains of Ignorance to rescue Rhyme and Reason.

Throughout the module, students study the richness and complexity of the English Language from a humorous angle. The module begins with an exchange of riddles and jokes that rely on puns. Students then watch and read Bud Abbott and Lou Costello’s celebrated comedy routine “Who’s on First?” which illustrates how even misunderstanding simple words can cause humor and confusion for audiences. Contemplating the module texts are two iconic Surrealist paintings-Salvador Dali’s *The Persistence of Memory* and Rene Magritte’s *Time Transfixed*- which sparks students’ curiosity and imagination, inviting them to think about how artists play with images as writers play with words. Norton Juster’s *The Phantom Tollbooth* rightfully and resoundingly anchors this dynamic study of wordplay.

For lesson structure and time guides please click to access the [implementation guide](#).

### Literacy Lab

#### IDR (Independent Daily Reading)

Successful independent reading is the end result of a well-executed balanced literacy program. It allows students the chance to “practice” the strategies they’ve learned through guided reading, shared reading, and teacher read alouds – the other components of balanced literacy. With level appropriate materials, students now have the skills they need to read on their own. That means they can read confidently and are actually excited about their ability to read.

#### Reading Intervention (Small Group)

Small group instruction to guide students to be successful independent readers. Guiding students to read on level or choosing “just right” books. Strategies include finding the main idea, inferring, identifying theme, comprehension and fluency.

#### Spelling Connections

Spelling Connections is not your typical spelling program. Backed by extensive research, it uses carefully curated spelling lists to teach patterns, build vocabulary, and develop the skills students need to become proficient spellers. Proficient spelling leads to improved skills in other areas, including more fluent writing.

Designed for grades K–8, Spelling Connections incorporates hands-on activities, motivating online resources, and differentiated instruction to make your students savvy spellers—all in just 15 minutes a day.

Unit Duration: One Marking Period (36 Lessons)

Desired Results

Standard(s):

Primary

RL.CR.5.1. (Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17, 18, 24, 26, 27, 28, 32, 33) Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. (Lessons 2, 4, 13, 16, 17, 18, 19, 21, 23, 27, 28, 29, 30, 31, 32, 33, 34, 36)

RL.5.4 (Lessons 6, 10, 11, 12) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

L.5.5 (Lessons 1, 5, 6, 12, 13, 14, 27, 29) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.5.3.A Interpret figurative language, including similes and metaphors, in context. L.VI.5.3.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.5.3.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

W.NW.5.3 (Lessons 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 22, 23, 24, 25, 26, 34, 35, 36) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.NW.5.3A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.NW.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.NW.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.NW.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.NW.5.3.E Provide a conclusion that follows from the narrated experiences or events.

Reinforced

Reading

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)

Writing

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.



- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style

## Speaking and Listening

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## Language

L.SS.6.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- B. Use intensive pronouns (e.g., myself, ourselves).
- C. Recognize and correct inappropriate shifts in pronoun number and person.
- D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- E. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.

## Recognize spelling conventions

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.VL.6.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
- C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech

**Indicators:**

*Students will....*

**Reading**

- Distinguish between literal and figurative meanings of words and phrases, and determine their meaning in text.
- Trace and describe the narrative structure of individual episodes in *The Phantom Tollbooth* and explain how they function in developing the story's overall plot structure.
- Analyze how illustrations enrich readers' experiences of character, settings, and wordplay in *The Phantom Tollbooth*.
- Explain how Norton Juster uses wordplay to develop characters, settings and plot in *The Phantom Tollbooth*, and infer literal meanings of words through close analysis of Juster's descriptions of settings and characters.
- Determine themes in *The Phantom Tollbooth* based on how the main character responds to challenges and changes as a result of his journey and experiences, supporting ideas with specific quotations from the text.

**Writing**

- Purposefully structure events in an imagined narrative to create exposition and develop characters, conflict, resolution, and meaning.
- Convey character personality, traits, and conflict using dialogue.
- Use descriptive and sensory language to convey setting and characters and illuminate wordplay.
- Strengthen narrative writing by planning and revising dialogue sequences to develop character and conflict to illuminate themes.
- Articulate and elaborate on a central theme of a literary text by writing an explanatory paragraph.

**Speaking and Listening**

- Speak clearly at an understandable pace, adapting speech to audience and purpose and varying formality as appropriate.
- Listen attentively to a speaker, paying attention to description and details in order to visualize what he or she is saying.

**Language**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in stories using context clues and by consulting reference materials.
- Identify and explain to interpret examples of figurative language, including idiomatic expressions, puns, and adages.
- Apply rules for comma use to set off the words yes and no, to set off tag questions and interjections, to indicate direct address to dialogue, and to separate introductory elements from the rest of the sentence.
- Use specific, concrete, and sensory words and phrases, including prepositional phrases, to convey ideas and events precisely and add detail to writing.
- Expand and rearrange sentences to include introductory elements.

**Understandings:**

*Students will understand that...*

- Language can convey meaning in both literal and figurative sense.
- Writers use wordplay and figurative language to engage readers, create humor and interest, develop plot and theme, and convey meaning.
- Writers make choices about narrative structure, characters, setting, and wordplay to develop dramatic effects and develop themes.
- Characters in stories sometimes undertake journeys that can transform the way they perceive and approach the world. Along the way, characters learn about the world and themselves as they meet new people, discover new places, and face challenges.

**Essential Questions:**

- How and why do writers play with words?
- How can wordplay create confusion and humor? (Lessons 1-4)
- How can writers use wordplay to develop a story's settings and characters? (Lessons 5-15)
- How can writers use wordplay to develop a story's plot? (Lessons 16-26)
- How is *The Phantom Tollbooth* a story of transformation? (Lessons 27-36)

**Assessment Evidence**

**Performance Tasks:**

- Check for Understanding (CFU): A lesson-level assessment included in each Wit & Wisdom lesson. CFUs take many forms, such as an Exit Ticket, a graphic organizer, or a written response. Aligned to specific skills acquisition, they focus on reading, writing, and/or speaking and listening. On average, one to three CFUs appear in each lesson. Every Deep Dive has its own CFU. (Daily)
- Exit Ticket: A strategy for quickly assessing student understanding in which, upon ending a lesson, students respond to a short-answer or multiple-choice question on an individual sheet of paper and submit it to the teacher. (Daily)
- Focusing Question: A thought-provoking, transferable question that guides students' thinking, reading, writing, and discussion throughout a module, to be addressed in the EOM Task and investigated well after the module ends. (Performance)
- Focusing Question Task: An assessment at the end of a Focusing Question arc of lessons through which students demonstrate both their understanding of the arc's content and their ability to use the craft skills taught up to that point in the module. (Performance)
- Knowledge Journal: A journal students use to reflect on, synthesize, and extend the knowledge they have developed—as a group and individually—over a stretch of time, emphasizing transferable learning about topics and skills. For more on this term, see the Setting Up a Wit & Wisdom Classroom section in this chapter. (Daily)
- New-Read Assessment: An assessment of students' ability to transfer select reading and language skills they have learned to a new text or portion of a text that they have not previously

**Other Evidence:**

- IDR one on one conferring with student. Intervention only (Literature Lab should not contain Wit and Wisdom Unit, but reinforcement for the struggling student to ensure understanding for the standard needed to be addressed.

<p>read. For more on this term, see the Assessment section. (Performance)</p> <ul style="list-style-type: none"><li>• Response Journal: A frequently-used journal in which students record their thinking during core lessons and Deep Dives, including lists of brainstormed ideas, responses to questions and prompts, and reflections on texts or classroom discussions. (Daily)</li><li>• Socratic Seminar: A student-led collaborative discussion centering on a thought-provoking question related to a module's content. Students engage in inquiry, elaboration, and debate while expressing their own ideas clearly. For more on this term, see the Socratic Seminar Guidance in the "Resources" chapter. (Performance)</li><li>• Text-Dependent Question (TDQ): Generally appearing as a series, TDQs develop a purposeful line of questioning that focuses on key aspects of a text and that students can answer only by referring to textual evidence. (Daily)</li><li>• Vocabulary Journal: A journal in which students engage in vocabulary-related work, such as making connections among words, applying their understanding of a word, or recording definitions of key words. (Daily)</li><li>• Volume of Reading: The reading students do independently. Research shows a correlation between the volume of high quality texts students read and their development of reading skills and proficiency. (Performance)</li><li>• End of Module Task (EOM): The assessment at the end of a module through which students demonstrate both their understanding of the module's content and their ability to use the craft skills taught in the module. (Performance)</li></ul>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"><li>• Columbia Assessment</li><li>• iReady Diagnostic</li><li>• LCA 1,2,3</li></ul>	
<p><b>Learning Plan</b></p>	

**Learning Activities:**

Throughout the Module, there are several best practices for teachers to consider. These might include:

- Varying the size of your partnerships to match the needs of your learners (e.g., ELL students may benefit from being in a triad instead of a partnership).

- During Read Alouds engagement strategies **MUST** be incorporated. These are not always explicitly stated in the manual. These strategies might include Stop and Jots, Notice and Wonder charts, gist statements, turn and talk, annotating the text, and other active reading strategies.
- Regular and specific feedback for students regarding their writing.

**Lessons 1-4**

- Explain the humor of a pun by identifying examples of how homophones, homographs, and idioms are used as wordplay.
- Explain and elaborate on the characters' confusion about words in "Who's on First?" and reflect on the humor it creates.

- Analyze, in both speaking and writing, how wordplay creates confusion and humor in a series of riddles and jokes and in the comedy routine "Who's on First?"

**Lessons 5-15**

- Infer word meanings based on descriptions and illustrations of settings and characters in *The Phantom Tollbooth*, and explain how their names are examples of wordplay.
- Develop a setting "snapshot" of an imaginary place using description and sensory language.
- Craft a short narrative "snapshot" of a character from the imaginary "Abandon Elementary School," using dialogue and description to reveal character related to the meaning of the character's name and the word abandon.

**Lessons 16-26**

- Analyze the interaction between Milo and Alec in chapter 9 to understand how Alec challenges Milo's thinking and what Milo learns from the interaction.
- Summarize the narrative structure in an episode of chapter 10 by analyzing setting, characters, characters' conflicting ideas, and Milo's new learning.
- Analyze how Milo has changed from the beginning of the book, explaining ways in which he is or is not prepared for his hero's quest.
- Analyze how an episode in *The Phantom Tollbooth* develops setting, characters, and plot, and explain how its accompanying illustrations support and enrich understanding of the episode.
- Draft an "exploded moment" narrative scene with Milo and an imaginary character from Focusing Question Task 2 that establishes setting and characters and, through dialogue, develops a problem and ending in which Milo learns a lesson related to the wordplay with the meaning of abandon.

**Lessons 27-36**

- Analyze changes in Milo's character based on his responses to challenges presented by demons in the Mountains of Ignorance.
- Explain how Rhyme and Reason's advice helps Milo resolve internal conflicts and connects to the book's larger themes about learning and knowledge.
- Determine a central theme of *The Phantom Tollbooth*, and explain how Milo's transformation in the story supports this theme.
- Write an explanatory paragraph describing an overarching theme in *The Phantom Tollbooth*, drawing on evidence of how Milo has changed since the beginning of the book.
- Draft a complete exploded moment narrative, including a narrative lead, dialogue and narration sequences that develop conflict and plot, and an ending in which Milo conveys wisdom he has learned, related to the book's thesis.

### Coached IDR and ELA Coaching

- Priority is helping every student grow as a reader through individual conferences driven by specific student goals
- Goals might include essential standards from the module
- Self-selected student texts
- Conferring Questions that relate to the module might include:
  - What questions have you had while reading?
  - Have you found any examples of figurative language in your book?
  - What challenge(s) is your main character facing?
  - What is the theme of your story? What is the author trying to tell you about how to live your life?

### Resources

Module 2 Teacher's Manual

Module 2 Student Journals

CORE TEXT – The Phantom Tollbooth, Norton Juster

SUPPLEMENTARY TEXTS – Comedy Routine – “Who’s on First?” Bud Abbott and Lou

Costello Video – “Who’s on First?”

### Paintings

- The Persistence of Memory, Salvador Dali
- Time Transfixed, Rene Magritte
- Reading *at a Table*, Pablo Picasso

CLASSROOM LIBRARIES

SPELLING CONNECTIONS MANUAL/STUDENT WORKBOOKS

### **Unit Modifications for Special Population Students**

#### **Advanced Learners**

When discussing delivery

- Give advanced learners examples of various situations and ask them how they would vary their delivery to fit each situation. How would their delivery affect the outcome of the situation?

When discussing fluency

- Have advanced learners choose more difficult pieces of text to practice fluency and delivery
- Encourage advanced learners to read the volume of reading suggestions in Appendix D of Module 2:
  - (AD820L) *A River of Words: The Story of William Carlos Williams*, Jen Bryant and Melissa Sweet
  - (1000L) *Noah Webster: Weaver of Words*, Pegi Deitz Shea
- Pull small groups consisting of a few students who would benefit from being challenged to find multiple themes of a text. Teach students additional strategies to help determine multiple themes, such as “What Can Characters Teach Us?” (Serravallo 2015, 7.4, p. 197) and “From Seed to Theme” (Serravallo 2015, 7.13, p. 206)
- Pull small groups consisting of a few students who would benefit from being challenged to determine the meaning of words and phrases, including figurative language. Teach students additional strategies, such as “Word Part Clues—Prefixes and Suffixes” (Serravallo 2015, 11.8, p. 307) and “Word Relationships in a Phrase” (Serravallo 2015, 11.17, p.

	316)
<b>Struggling Learners</b>	<p>For learners struggling with the concept of word play</p> <ul style="list-style-type: none"> <li>• Provide concrete examples of word play rather than letting them spend time figuring it out on their own</li> <li>• Give an example such as the word “flies”. Discuss multiple meanings and how those meanings could create confusion and humor</li> <li>• Project exemplar student work throughout the Module. Spend some time focusing on the strengths of the work and how students can imitate these strengths</li> </ul> <p>For students struggling with summarizing</p> <ul style="list-style-type: none"> <li>• Provide ‘Somebody Wanted But So’ frame</li> </ul> <p>For students having difficulty with forming a paragraph</p> <ul style="list-style-type: none"> <li>• Remind students of “To-SEEC” paragraph structure used in Module 1: Topic statement, evidence, elaboration, and concluding statement. Provide sentence frames if needed</li> </ul> <p>For students who struggle with Socratic Seminar</p> <ul style="list-style-type: none"> <li>• Consistent reminders of routine and ways of speaking during Socratic Seminar</li> <li>• Project student contributions to allow students to more easily respond orally</li> </ul> <p>For students struggling with comprehension of <i>The Phantom Tollbooth</i> novel</p> <ul style="list-style-type: none"> <li>• Continuously model Think Alouds during reading</li> </ul>



- Provide sticky notes for routines such as “stop and jot”
- Create anchor chart for “making inferences”- refer to this anchor chart each time a new character is introduced and practice highlighting words in the text that help students infer information about this new character
- Pull small groups and work together on several characters and settings before students are required to do this on their own
- Pair struggling readers with higher readers for buddy reading of chapters

For students who struggle with writing character snapshots

- One on one conferencing for character traits
- Model writing a character snapshot in small groups
- Provide paragraph structure frames
- When editing snapshots, mark places in pieces that you feel could use editing. Discuss these edits with student and have them make the corrections
- Pull small groups consisting of a few students who would benefit from extra support to complete the similar task of determining the theme. Teach students additional strategies to determine the theme, such as “The Difference Between Plot and Theme” (Serravallo 2015, 7.2, p. 195) and “Dig Deeper to Find a Story’s Topics” (Serravallo 2015, 7.12, p. 205)
- Pull small groups consisting of a few students who would benefit from extra support to complete the similar task of determining the meaning of words and phrases, including figurative language. Teach students additional strategies, such as “Multiple Meaning Words” (Serravallo 2015, 11.5, p. 304) and “Finding Similarities (and Differences) Within Groups” (Serravallo 2015, 11.21, p. 320)

EOM task

- Choose demon for student
- Ask students to think about the beginning, middle, and end of their narrative. Ask them to consider how Milo is changing from the beginning to the end of the story. Remind them they should be following the same ‘episode’ format discussed throughout the module

<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Explicitly teach vocabulary and grammar-emphasize origin of words and word parts (annotation and discussion of unknown vocabulary in Deep Dives)</li> <li>• Allow opportunities for answering text dependent questions that require rereading of texts</li> <li>• Partner work requiring oral reading of written responses</li> <li>• Use of graphic organizers</li> <li>• Frequent use of Teacher Read-Alouds for the modeling of fluent reading • Repeated readings to build confidence in the correct pronunciation of words and comprehension</li> <li>• To put settings in context, show examples of places like “Marketplace” • Pull small groups consisting of a few students who would benefit from extra support to complete the similar task of determining the theme. Teach students additional strategies to determine the theme, such as “The Difference Between Plot and Theme” (Serravallo 2015, 7.2, p. 195) and “From Seed to Theme” (Serravallo 2015, 7.13, p. 206)</li> <li>• Pull small groups consisting of a few students who would benefit from extra support to complete the similar task of determining the meaning of words and phrases, including figurative language. Teach students additional strategies, such as “Picture It” (Serravallo 2015, 11.7, p. 306) and “Help From Cognates” (Serravallo 2015, 11.18, p. 317)</li> </ul>
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<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Repeated practice with on level texts that focus on similar topics to those in the lesson. For example, when practicing writing a topic sentence for a summary paragraph, use an accessible text to create confidence in the students before presenting them with the text in the lesson</li> <li>• Explicitly teach annotations and when possible, limit the number students are responsible for noting</li> <li>• Provide sentence frames and graphic organizers and model multiple examples of desired work output</li> <li>• Read above level text aloud repeatedly and provide students with text recordings when possible</li> <li>• Provide vocabulary note cards with picture clues as well as synonyms of vocabulary words</li> <li>• Pull small groups consisting of a few students who would benefit from extra support to complete the similar task of determining the theme. Teach students additional strategies to determine the theme, such as “What Can Characters Teach Us?” (Serravallo 2015, 7.4, p. 197) and “From Seed to Theme” (Serravallo 2015, 7.13, p. 206)</li> <li>• Pull small groups consisting of a few students who would benefit from extra support to complete the similar task of determining the meaning of words and phrases, including figurative language. Teach students additional strategies, such as “Picture It” (Serravallo 2015, 11.7, p. 306) and “Finding Similarities (and Differences) Within Groups” (Serravallo 2015, 11.21, p. 320)</li> <li>• Modify curriculum according to modifications noted on individual IEP’s</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <u>Parent and Educator Resource Guide to</u>

	<u>Section</u> 504 to assist in the development of appropriate plans.
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<b>Interdisciplinary Connections</b>
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**Indicators:**

## Art

- 1.1.5.D.1- Identify elements of art and principles of design that are evident in everyday life  
1.1.5.D.2- Compare and contrast works of art in various mediums that use the same art elements and principles of design

- *These standards are addressed in the study of the paintings, *The Persistence of Memory*, Salvador Dali and *Time Transfixed*, Rene Magritte*

<b>Integration of 21<sup>st</sup> Century Skills</b>
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**Indicators:**

- 8.1.5.A.3- Use a graphic organizer to organize information about a problem or an issue  
8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

- These standards are addressed throughout the Module. Students are required to use graphic organizers to organize information about various 'episodes' in *The Phantom Tollbooth*. They then use that organized information to create and format final pieces of their own 'episodes' using wordplay to create confusion and humor for an audience.

- 9.1.8.C.2- Demonstrate the use of consensus, compromise, and community building strategies for carrying out different tasks, assignments, and projects

- 9.1.8.D.2-Demonstrate the ability to understand inferences

- These standards are addressed during Socratic Seminar as well a group work done during the Module.

<b>Unit Title: A War Between Us</b>
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**Unit Description:**

How does war impact people and forever change their lives? Students examine this question in Module 3 through the eyes of young soldiers who experienced the Civil War, and the perspective of a young woman who nearly loses her twin brother to the war. Richard Peck's historical fiction novel *The River Between Us* tells the story of the Pruitt family, whose lives are irrevocably changed by the Civil War. Through the eyes of Tilly Pruitt and the firsthand accounts of boy soldiers documented in Jim Murphy's book, *The Boys' War*, students learn about this transformative period of American history.

This module offers students a look at the watershed event of American history from various points of view which serve to humanize and demystify the perspectives of many groups who lived during the Civil War: Northerners, Southerners, soldiers, girls, and women. Because of the text-centered approach to the learning in this module, however, not all perspectives from this time period are explored. While the experiences of slaves are not addressed through the module's text, there are extension opportunities embedded throughout the module for students to learn more about this group's important experience.

Students investigate the question of the Civil War's impact on a variety of groups of people, including boy soldiers and a unique subset of free people of color in New Orleans. Students learn how a Northern victory meant freedom, dignity, and equality for many blacks in the North and South, but it also meant destruction of a way of life for free people of color in Louisiana. Students see how the war was for some a way to escape the tedium of farm life and find adventure, while others were called to defend their property and livelihood from Northern "aggressors." Finally, through careful examination of *The River Between Us*, students argue whether war leads to mostly positive or mostly negative impacts on the people it touches.

The End-of-Module (EOM) Task directly addresses the module's Essential Question—*How did the Civil War impact people?* Students write an opinion essay, expressing their opinion about the impact of the Civil War on the Pruitt family from *The River Between Us*. Students create reasons and cite evidence to support their point that war had a mostly positive or mostly negative impact on the family. In the EOM Task, students have the chance to demonstrate mastery of writing opinion statements and creating reasons, while supporting those with evidence and elaboration.

**Literacy Lab****IDR (Independent Daily Reading)**

Successful independent reading is the end result of a well-executed balanced literacy program. It allows students the chance to "practice" the strategies they've learned through guided reading, shared reading, and teacher read alouds – the other components of balanced literacy. With level appropriate materials, students now have the skills they need to read on their own. That means they can read confidently and are actually excited about their ability to read.

**Reading Intervention (Small Group)**

Small group instruction to guide students to be successful independent readers. Guiding students to read on level or choosing "just right" books. Strategies include finding the main idea, inferring, identifying theme, comprehension and fluency.

**Spelling Connections**

Spelling Connections is not your typical spelling program. Backed by extensive research, it uses carefully curated spelling lists to teach patterns, build vocabulary, and develop the skills students need to become proficient spellers. Proficient spelling leads to improved skills in other areas, including more fluent writing.

Designed for grades K–8, Spelling Connections incorporates hands-on activities, motivating online resources, and differentiated instruction to make your students savvy spellers—all in just 15 minutes a day.

**Unit Duration:** One Marking Period (37 Lessons)

<b>Desired Results</b>
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## Standard(s):

### Primary:

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

**RI.PP.5.5** (Lessons 8, 11) (Consistent throughout Module pertaining to “The Civil War”) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent **and how that may influence the reader’s interpretation.**

**RL.CR.5.1.** (Lessons 18, 19, 20, 22, 23, 24, 26, 27, 28, 31, 33, 34, 35, 37) Quote accurately from a **literary** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

**W.RW.5.7** (Lessons 1, 2, 6, 7, 8, 10, 13, 16, 17, 20, 21, 25, 33) Write routinely over extended time frames (**with time for research and revision**) and shorter time frames (**a single sitting**) for a range of discipline-specific tasks, purposes, and audiences.

(Lessons 28, 29) (Imperative for Socratic Seminars and Student Participation) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### Reinforced:

#### Reading Literature

**RI.PP.5.5** Describe how a narrator’s or speaker’s point of view influences how events are described, **and how that may influence the reader’s interpretation**

#### Reading Informational Text

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**RI.PP.5.5** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent **and how that may influence the reader’s interpretation.**

**RI.AA.5.7** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

#### Writing

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.

**W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**A. Consider audience, purpose, and intent before writing.**

- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.**
- C. Consider writing as a process, including self-evaluation, revision and editing.**
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.**

**After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style**

#### Speaking and Listening

SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## Language

L.5.1.b Form and use the perfect verb tenses.

L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.d Recognize and correct inappropriate shifts in verb tense.

L.KL.5.1b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

L.VI.5.3.a Interpret figurative language, including similes and metaphors, in context.

## Continuing Standards:

### Reading Literature

**RL.CR.5.1.** Quote accurately from a **literary** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4–5 text complexity band independently and proficiently.

### Reading Informational Text

**RI.CR.5.1.** Quote accurately from **an informational** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.

## Writing

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.RW.5.7.** Write routinely over extended time frames (**with time for research and revision**) and shorter time frames (**a single sitting**) for a range of discipline-specific tasks, purposes, and audiences.

## Language

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.



**Indicators:**

*Students will...*

**Reading Goals**

- Interpret key metaphors and similes in *The River Between Us*, and explain how they reveal important insights into characters, events, and themes in the story. (RL.5.4)
- Analyze how a narrator's point of view influences descriptions of events, and how events would be described differently from another character's point of view. (RL.PP.5.5)
- Explain how an author supports main point(s) with reasons and evidence in a text. (RI.AA.5.7) • Examine multiple first-hand accounts of war, described by Northern and Southern boy soldiers, and identify similarities and differences in their points of view. (RI.PP.5.5)
- Determine the meanings of words and phrases in informational texts in order to build background knowledge of the Civil War. (RI.5.4)

**Writing Goals**

- Write opinion pieces, presenting and supporting an opinion with reasons and evidence from the text. (W.5.1, W.5.4)
- Present an opinion, supporting a point of view with logical reasons and ideas, as appropriate to task, purpose, and audience. (W.5.1, W.5.4)
- Write a journal entry to present an opinion from the first-person point of view of a narrator in *The River Between Us*, to demonstrate understanding of points of view and the impact of war on different people/characters. (W.5.1, RL.PP.5.5)

- Based on guidance and support from teachers and peers, strengthen writing by taking a piece through multiple focused revisions. (W.5.5)

**Speaking & Listening Goals**

- Summarize a written text read aloud to demonstrate comprehension. (SL.5.2)
- Listen for context clues to support understanding of a text read aloud and to summarize the reasons and evidence a speaker uses to support an opinion. (SL.5.2, SL.5.3)

**Language Goals**

- Apply knowledge of verb tenses, including the perfect tense, to convey various times, sequences, states, and conditions, and correct inappropriate shifts in tense. (L.5.1.b, L.5.1.c, L.5.1.d)
- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories and firsthand accounts to support understanding of individuals' backgrounds, experiences, and points of view. (L.KL.5.1b) • Apply knowledge of verb tenses and correct inappropriate shifts in tense when writing. (L.5.1.c, L.5.1.d) • Determine or clarify the meanings of unknown and domain-specific words and phrases in texts using a variety of strategies, including context clues, knowledge of common Greek and Latin affixes and roots, and consulting reference materials. (L.5.4)
- Interpret figurative language, including similes and metaphors, in context, and explain their significance. (L.VI.5.3.a)

**Understandings:**

*Students will understand that... U*

- The Civil War began due to a variety of differences in opinion on political, economic, and moral issues between the Northern and Southern sections of the United States.
- Young soldiers, who had various motivations for enlisting, were unprepared for the grim realities of the Civil War.
- The Civil War impacted soldiers and civilians alike; it divided communities and families, brought people together unexpectedly, disrupted lives, took loved ones away, caused great suffering, but also created opportunities for new beginnings.
  - Although women did not generally fight in the Civil War, many took roles as nurses or contributed their skills and labor in other ways. Those who stayed home dealt with the emotional toll of war.
- Much was at stake for African Americans, both free and slave, during the Civil War. For slaves and free blacks in the North, their freedom was at stake. But for free people of color in New Orleans, the South's loss threatened their way of life, especially for girls and women.

**Essential Questions:**

- How did the Civil War impact people?ow
- What factors led to the start of the Civil War? • (Lessons 1-5)
- How did the Civil War impact boy soldiers? • (Lessons 6-15)
- How did the Civil War impact girls and women? • (Lessons 16-29)
- How did the Civil War impact free people of color in the South?
  - (Lessons 30-32)
- How did the Civil War impact the Pruitt family from the historical-fiction novel *The River Between Us*? (Lessons 33-37)

**did the Civil War impact people?Q**

**Assessment Evidence**

**Performance Tasks:T**

- Check for Understanding (CFU): A lesson-level assessment included in each Wit & Wisdom lesson. CFUs take many forms, such as an Exit Ticket, a graphic organizer, or a written response. Aligned to specific skills acquisition, they focus on reading, writing, and/or speaking and listening. On average, one to three CFUs appear in each lesson. Every Deep Dive has its own CFU. (Daily)
- Exit Ticket: A strategy for quickly assessing student understanding in which, upon ending a lesson, students respond to a short-answer or multiple-choice question on an individual sheet of paper and submit it to the teacher. (Daily)
- Focusing Question: A thought-provoking, transferable question that guides students' thinking, reading, writing, and discussion throughout a module, to be addressed in the EOM Task and investigated well after the module ends. (Performance)
- Focusing Question Task: An assessment at the end of a Focusing Question arc of lessons through which students demonstrate both their understanding of the arc's content and their ability to use the craft skills taught up to that point in the module. (Performance)
- Knowledge Journal: A journal students use to reflect on, synthesize, and extend the knowledge they have developed—as a group and individually—over a stretch of time, emphasizing transferable learning about topics and skills. For more on this term, see the Setting Up a Wit & Wisdom Classroom section in this chapter. (Daily)
- New-Read Assessment: An assessment of students' ability to transfer select reading and language skills they have learned to a new text or portion of a text that they have not previously read. For more on this term, see the Assessment section. (Performance)
- Response Journal: A frequently-used journal in which students record their thinking during core lessons and Deep Dives, including lists of brainstormed ideas, responses to questions and prompts, and reflections on texts or classroom discussions. (Daily)
- Socratic Seminar: A student-led collaborative discussion centering on a thought-provoking question related to a module's content.

**Other Evidence:**

- IDR one on one conferring with students. Intervention only (Literature Lab should not contain Wit and Wisdom Unit, but reinforcement for the struggling student to ensure understanding for the standard needed to be addressed.

<p>Students engage in inquiry, elaboration, and debate while expressing their own ideas clearly. For more on this term, see the Socratic Seminar Guidance in the “Resources” chapter. (Performance)</p>	
<ul style="list-style-type: none"><li>• Text-Dependent Question (TDQ): Generally appearing as a series, TDQs develop a purposeful line of questioning that focuses on key aspects of a text and that students can answer only by referring to textual evidence. (Daily)</li><li>• Vocabulary Journal: A journal in which students engage in vocabulary-related work, such as making connections among words, applying their understanding of a word, or recording definitions of key words. (Daily)</li><li>• Volume of Reading: The reading students do independently. Research shows a correlation between the volume of high-quality texts students read and their development of reading skills and proficiency. (Performance)</li><li>• End of Module Task (EOM): The assessment at the end of a module through which students demonstrate both their understanding of the module’s content and their ability to use the craft skills taught in the module. (Performance)</li></ul>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"><li>• Columbia Assessment</li><li>• iReady Diagnostic</li><li>• LCA 1,2,3</li></ul>	
<p>Learning Plan</p>	

**Learning Activities:**

Throughout the Module, there are several best practices for teachers to consider. These might include:

- Varying the size of your partnerships to match the needs of your learners (e.g., ELL students may benefit from being in a triad instead of a partnership).

- During Read Alouds engagement strategies **MUST** be incorporated. These are not always explicitly stated in the manual. These strategies might include Stop and Jots, Notice and Wonder charts, gist statements, turn and talk, annotating the text, and other active reading strategies.
- Regular and specific feedback for students regarding their writing.

**Lessons 1-5**

- Summarize information from the video “What Caused the Civil War” by listening for context clues that help clarify meaning.
- Explain why the differences between the North and South created conflict between the two sections of the country.
- Explain the factors that led to the start of the Civil War.

**Lessons 6-15**

- Make inferences about The Boys’ War based on noticings and wonderings gathered from the book’s photographs and the introduction.
- Explain how Jim Murphy uses evidence to support points in chapters 1, 3, and 8 of The Boys’ War.
- Compare and contrast Northern and Southern soldiers’ points of view about the realities of war using firsthand accounts from chapter 2 of The Boys’ War.
- Write an opinion statement.
- Use evidence to determine an opinion on an issue.
- Create a reason to support an opinion statement.
- Compare and contrast soldiers’ points of view.
- Explain the impact of fighting in the Civil War on boy soldiers.

**Lessons 16-29**

- Summarize chapter 1 of The River Between Us, including main characters, setting, and key events.
- Describe the narrative structure of chapters 1 and 2 of The River Between Us.
- Analyze how Tilly’s experiences shape her point of view of Delphine and Calinda, and how this point of view is reflected in her description of them.
- Make inferences about Delphine’s and Calinda’s characters, including their traits, thoughts, feelings, and backgrounds, based on their words and actions in chapter 4 of The River Between Us.
- Describe Tilly’s feelings in the scene at the end of chapter 5, and explain how her feelings influence her description of this scene.
- Interpret metaphors in The River Between Us, explaining how they reveal important details about characters and events in the story.
- Express an opinion from Tilly’s first-person point of view, supporting it with a text-based reason and evidence.
- Compose an opinion paragraph in the form of a journal entry from Tilly’s first-person point of view, supporting Tilly’s opinion with a text-based reason and evidence.
- Incorporate, paraphrase, and elaborate on textual evidence to support an opinion written in Tilly’s first person point of view.
- Describe how Tilly’s point of view influences how she describes discovering Noah’s book in chapter 10, and demonstrate understanding of how this event would be described differently through Noah’s point of view.
- Develop text-based reasons and evidence to support Tilly’s opinion that the war and the experiences in Cairo and at Camp Defiance changed her and Delphine into young women.
- Summarize, in speaking and in writing, points a speaker makes about the different roles, experiences, and

perspectives of males and females during the Civil War, and build on those ideas.

#### Lessons 30-32

- Use historical information to understand better the characters from *The River Between Us*.
- Revise writing to reflect the addition of relevant information.

#### Lessons 33-37

- Identify and elaborate on evidence that shows how the Civil War has impacted members of the Pruitt family.
- Form an opinion statement, and create supporting reasons.
- Draft an opinion essay, focusing on opinion statements, reasons, evidence, elaboration, and concluding statements.

#### Coached IDR and ELA Coaching

- Priority is helping every student grow as a reader through individual conferences driven by specific student goals
- Goals might include essential standards from the module
- Self-selected student texts
- Conferring Questions that relate to the module might include:
  - What is the theme of your story? What is the author trying to tell you about how to live your life? – Whose point of view is this story being told from? How would the story be different if it were told from another character's point of view?
  - What is a word that was challenging in your book? What steps did you take to figure out what the word meant?
  - What questions have you had while reading?
  - Has your character changed throughout the book? If so, how?

#### Resources:

Module 3 Teacher's Manual

Module 3 Student Journals

#### CORE TEXTS

- The Boys' War, Jim Murphy
- *The River Between Us*, Richard Peck

## SUPPLEMENTARY TEXTS

### Articles

- “Amputation”, Civil War Preservation Trust
- “Hospitals and Medical Knowledge”, Civil War Preservation Trust

### Film

- *The Civil War*, Episode 1: “The Cause”, Ken Burns

### Maps

- “Compare Two Worlds: North vs. South 1861,” Scholastic, Inc.
- Grand Tower, Illinois, Google Earth

### Multimedia

- “Slavery” slideshow, Scholastic, Inc.

### Photography

- Abraham Lincoln, three-quarter length portrait, seated and holding his spectacles and a pencil, Alexander Gardner
- President Abraham Lincoln, Major General John A. McClernand (right), And E. J. Allen (Allan Pinkerton, left), Chief of the Secret Service of the United States, at Secret Service Department, Headquarters Army of the Potomac, near Antietam, Maryland, Alexander Gardner
- President Lincoln, United States Headquarters, Army of the Potomac, near Antietam, Alexander Gardner • The President and General McClellan on the Battle-field of Antietam, Alexander Gardner • President Lincoln on the battle-field of Antietam, October, 1862, Alexander Gardner • The Floating Palace, 1888, Smithsonian Museum of American History

### Poetry

- “The Women Who Went to the Field,” Clara Barton

### Video

- “America Divided,” History.com
- Ford Historic Model T, “Ford Model T—100 Years Later,” CarDataVideo
- “What Caused the Civil War,” Virginia Historical Society

**Unit Modifications for Special Population Students**

<p><b>Advanced Learners</b></p>	<ul style="list-style-type: none"> <li>• When examining an opinion essay, challenge students to start sentences that make text an opinion piece vs. an explanatory piece</li> <li>• When formulating opinion statements, challenge students to identify and elaborate on the opposite opinion. Students can use this information when writing these opinion statements</li> <li>• After reading about grim realities of white boy soldiers, encourage advanced learners to conduct research projects exploring how African American boy soldiers experienced war and compare those experiences to that of the White boy soldiers</li> <li>• Challenge advanced learners to think about the ways Thunder Rolling in the Mountains would have been different if the author told the story from different perspectives as is done in The River Between Us</li> <li>• For EOM task- ask advanced learners to include a second piece of evidence about war's negative impact, one each for Tilly and Noah, using previously read sections of text in The River Between Us</li> <li>• Encourage students to read higher level texts found in the Volume of Reading section of Module 3 Appendix D:             <ul style="list-style-type: none"> <li>– (860L) How I Found the Strong, Margaret McMullan</li> <li>– (950L) The Mostly True Adventures of Homer P. Figg, Rodman Philbrick – (1000L) Soldier's Heart, Gary Paulsen</li> </ul> </li> <li>• Pull small groups consisting of a few students who would benefit from being challenged to determine the main idea and the connection to point of view. Teach students additional strategies, such as “Determining Author's Purpose, Point of View” (Serravallo 2015, 8.20, p.242), “What's the</li> </ul>
	<p>Perspective on the Topic?” (Serravallo 2015, 8.21, p. 243), and “Event Connections” (Serravallo 2015, 9.19. p. 268).</p> <ul style="list-style-type: none"> <li>• Pull small groups consisting of a few students who would benefit from being challenged to think deeply about characters, plots, and themes. Teach students additional strategies, such as “The Influences on Character” (Serravallo 2015, 6.17, p. 182), “Consider Character in Context” (Serravallo 2015, 6.22, p. 187), and “Respond to Issues That Repeat” (Serravallo 2015, 7.20, p. 213)</li> <li>• Pull small groups consisting of a few students who would benefit from being challenged to think about vocabulary and word choice. Teach students additional strategies, such as “Be Alert for Word Choice” (Serravallo 2015, 11.23, p. 322)</li> </ul>



<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Provide several elaboration sentence stems for students to use • Small group instruction-assist with guiding students in collecting strong evidence</li> <li>• When summarizing, choose shorter sections of text for struggling learners to work with</li> <li>• Repeatedly model finding and paraphrasing evidence in the text • Provide sentence frames for answering text based and inferential questions • Model “Think Aloud” strategy when looking for students to make inferences about a text</li> <li>• Model expressive reading of first hand accounts of boy soldiers • Provide page numbers for location of evidence that can be used to support opinion statements</li> <li>• While reading The River Between Us pause to ensure understanding and clarify vocabulary that may be unknown- use ‘notice and wonder’ strategy • Allow for oral responses vs. written ones</li> <li>• For EOM task- limit page numbers to 134-137 and provide the following sentence frames: <i>If ___, then ___. This proves ___. This matters because ___. This shows ___.</i></li> <li>• Pull small groups consisting of a few students who would benefit from additional support to determine main idea and point of view. Teach students additional strategies, such as “What? And So What?” (Serravallo 2015, 8.16, p. 237), “Clue In to Topic Sentences” (Serravallo 2015, 8.17, p. 238), “Consistently Ask, “How Do I Know?”” (Serravallo 2015, 9.6, p. 255), and “Code a Text” (Serravallo 2015, 9.11, p. 260)</li> <li>• Pull small groups consisting of a few students who would benefit from additional support to think about characters, plots, and themes. Teach students additional strategies, such as “Back Up Ideas About Characters with Evidence” (Serravallo 2015, 6.6, p. 171), “Character Comparisons” (Serravallo 2015, 6.11, p. 176), and “The Difference Between Plot and Theme” (Serravallo 2015, 7.2, p. 195)</li> <li>• Pull small groups consisting of a few students who would benefit from additional support to think about vocabulary and word choice. Teach students additional strategies, such as “Insert a Synonym” (Serravallo 2015, 11.3, p. 302) and “Be Word Conscious” (Serravallo 2015, 11.16, p. 315)</li> </ul>
<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Explicitly teach vocabulary and grammar-emphasize origin of words and word parts (annotation and discussion of unknown vocabulary in Deep Dives)</li> <li>• Allow opportunities for answering text dependent questions that require rereading of texts</li> <li>• Partner work requiring oral reading of written responses</li> <li>• Use of graphic organizers</li> </ul>

	<ul style="list-style-type: none"> <li>• Frequent use of Teacher Read-Alouds for the modeling of fluent reading • Repeated readings to build confidence in the correct pronunciation of words and comprehension</li> <li>• Pull small groups consisting of a few students who would benefit from additional support to determine main idea and point of view. Teach students additional strategies, such as “Boxes and Bullets” (Serravallo 2015, 8.5, p. 226)</li> <li>• Pull small groups consisting of a few students who would benefit from additional support to think about characters, plots, and themes. Teach students additional strategies, such as “What Can Characters Teach Us?” (Serravallo 2015, 7.3, p. 197)</li> <li>• Pull small groups consisting of a few students who would benefit from additional support to think about vocabulary and word choice. Teach students additional strategies, such as “Picture It” (Serravallo 2015, 11.7, p. 306) and “Help from Cognates” (Serravallo 2015, 11.18, p. 317)</li> </ul>
<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Repeated practice with on level texts that focus on similar topics to those in the lesson. For example, when practicing writing a topic sentence for an opinion paragraph, use an accessible text to create confidence in the students before presenting them with the text in the lesson</li> <li>• Explicitly teach annotations and when possible, limit the number students are responsible for noting</li> <li>• Provide sentence frames and graphic organizers and model multiple examples of desired work output</li> <li>• Read above level text aloud repeatedly and provide students with text recordings when possible</li> <li>• Provide vocabulary note cards with picture clues as well as synonyms of vocabulary words</li> <li>• Pull small groups consisting of a few students who would benefit from additional support to determine the main idea and point of view. Teach students additional strategies, such as “Paraphrase Chunks, Then Put It Together” (Serravallo 2015, 8.7, p. 228), “Clue In to Topic Sentences” (Serravallo 2015, 8.17, p. 238), and “Answering Questions” (Serravallo 2015, 9.18, p. 267)</li> <li>• Pull small groups consisting of a few students who would benefit from additional support to think about characters, plots, and themes. Teach students additional strategies, such as “Back Up Ideas About Characters With Evidence” (Serravallo 2015, 6.6, p. 171), “Yes, But Why?” (Serravallo 2015, 6.13, p. 178), and “From Seed to Theme” (Serravallo 2015, 7.13, p. 2016)</li> <li>• Pull small groups consisting of a few students who would benefit from additional support to think about vocabulary and word choice. Teach students additional strategies, such as “Picture It” (Serravallo 2015, 11.7, p. 306) and “Be Word Conscious” (Serravallo 2015, 11.16, p. 315) • Modify curriculum according to modifications noted on individual IEP’s</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <u>Parent and Educator Resource Guide to Section 504</u> to assist in the development of appropriate plans.

## Interdisciplinary Connections

### Indicators:

#### Social Studies

6.1.8.B.5.a- Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

6.1.8.C.5.a- Assess the human and material costs of the Civil War in the North and South.

6.1.8.D.5.c- Examine the roles of women, African Americans, and Native Americans in the Civil War.

- *These standards are addressed through the studies of the non-fiction text, *The Boys' War* as well as the fiction text, *The River Between Us*. Both texts focus on the effect of the Civil War on various groups of people who experienced it first hand.*

#### Art

1.4.5.A.2- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). • *These standards are addressed through the study and discussion of photographs taken during the Civil War. Students are required to make inferences about the time period and location of the photos as well as their historical impact.*

## Integration of 21<sup>st</sup> Century Skills

### Indicators:

8.1.5.A.3- Use a graphic organizer to organize information about a problem or an issue 8.1.5.A.2- Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures

- *These standards are addressed throughout the Module. Students are asked to form an opinion statement supporting their views of the effect of the Civil War on different groups of people. Students will record evidence in graphic organizers and type a final piece for the EOM task.*

9.1.8.C.2- Demonstrate the use of consensus, compromise, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.D.2-Demonstrate the ability to understand inferences

9.1.8.A.1-Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- *These standards are addressed during Socratic Seminar as well as group work done during the Module.*

## Unit Title: Breaking Barriers

**Unit Description:**

How does sport influence individuals and societies? How can sport, in its various forms, affect the way we view others? How can sports create opportunities for change? How can people use sports to challenge and overcome barriers? Students explore these questions in order to develop an understanding of the sheer power of sports to bring people together, to challenge injustices, and to provide hope for the future.

There is so much in the world that cannot be predicted or prepared for. Yet sports remain a constant, teaching us from an early age the thrill of victory, the sadness of defeat, the power of teamwork, and the accomplishments made possible by working toward goals. Sports are a universal language, and they need not be defined by barriers of gender, culture, race, or physical limitations. As a spectator or participant, sports can connect complete strangers and create experiences that teach valuable skills and make the world a better place. Students learn how the power of sports has been harnessed throughout history, and in our current day, to leave a positive, lasting impact in the world.

To begin their exploration of the power sports have to break barriers, students learn about the impact the South African rugby team had, under Nelson Mandela's leadership of the country, in helping to unite and heal a nation wounded by decades of racial apartheid. Then, students meet a spunky girl named "Squeaky" from Harlem, who is competitive and protective of her brother, but—through running—learns to see a rival in a new light and the true extent of her brother's capabilities. Students study examples of athletes, coaches, teams, and organizations that have challenged and overcome barriers through sport. In the spirit of the "breaking barriers" theme, students also study several artists—including sculptor Mark di Suvero and Henri Matisse—who have overcome great challenges to create masterpieces. Each text, unified by the theme of breaking barriers through the power of sport, presents students with rich information that deepens their knowledge and understanding of how sports—instead of being defined by limits—provide a platform for people to prove what is possible.

There is perhaps no more celebrated example of sport as a barrier-breaker than Jackie Robinson integrating baseball in 1947, when he became the first African American to play professional baseball. However, the story of the Negro Leagues—their players, coaches, and owners—is often untold. In *We Are the Ship: The Story of Negro League Baseball* by Kadir Nelson, students learn the history of the Negro Leagues: how they started, why they prospered, and why they eventually disappeared. They learn about the heart, determination, spirit, and strength of the men who made it possible for Robinson to cross the color line and end decades of segregation in baseball. Nelson's rich oil paintings and "everyman" narrator captivate students' attention and lend a rare perspective on these little-known but worthy heroes. For their End-of-Module (EOM) Task, students research a soccer organization and describe how the organization is using soccer to influence individuals and societies, demonstrating their understanding of the power of sports.

**Literacy Lab:****IDR (Independent Daily Reading)**

Successful independent reading is the end result of a well-executed balanced literacy program. It allows students the chance to "practice" the strategies they've learned through guided reading, shared reading, and teacher read alouds – the other components of balanced literacy. With level appropriate materials, students now have the skills they need to read on their own. That means they can read confidently and are actually excited about their ability to read.

**Reading Intervention (Small Group)**

Small group instruction to guide students to be successful independent readers. Guiding students to read on level or choosing "just right" books. Strategies include finding the main idea, inferring, identifying theme, comprehension and fluency.

**Spelling Connections**

Spelling Connections is not your typical spelling program. Backed by extensive research, it uses carefully curated spelling lists to teach patterns, build vocabulary, and develop the skills students need to become proficient spellers. Proficient spelling leads to improved skills in other areas, including more fluent writing.

Designed for grades K–8, Spelling Connections incorporates hands-on activities, motivating online resources, and differentiated instruction to make your students savvy spellers—all in just 15 minutes a day.

**Unit Duration:** One Marking Period (36 Lessons)

**Desired Results**

Standard(s):

Primary:

CCSS.ELA-LITERACY.**RI.CR.5.1.** (Lessons 2, 3, 24) Quote accurately from a **literary** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

CCSS.ELA-LITERACY.**RI.CR.5.1.** (Lessons 8, 9, 11, 12, 14, 15, 18, 19, 20, 21 22, 23, 24, 26, 27, 28, 31, 32, 33, 34, 35) Quote accurately from a **literary** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

CCSS.ELA-LITERACY.**RI.CI.5.2** (Lessons 5, 9, 14, 17, 18, 21, 23) Determine **the central idea** of an **informational** text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.**RI.MF.5.6.** (Lessons 19, 20, 21, 22, 23, 26, 27, 32) **Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.**

CCSS.ELA-LITERACY.**W.IW.5.2** (Lessons 8, 10, 13, 14, 33, 34) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.**W.IW.5.2.A** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid in comprehension.

CCSS.ELA-LITERACY.**W.IW.5.2B** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.**W.IW.5.2.C** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

CCSS.ELA-LITERACY.**W.IW.5.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-LITERACY.**W.IW.5.2.E** Provide a concluding statement or section related to the information or explanation presented.

Reinforced:

Reading Informational Text

RI.5.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.**

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

**W.IW.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.**

**W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.**

## Speaking and Listening

SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace. SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## Language

L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1.e Use correlative conjunctions (e.g., *either/or*, *neither/nor*)

L.5.2.a Use punctuation to separate items in a series.

L.5.2.e Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.VL.5.2.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*)

L.VI.5.3.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## Continuing Standards:

### Reading Literature

**.RL.CR.5.1.** Quote accurately from a **literary** text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 4-5 text complexity band independently and proficiently

### Reading Informational Text

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

## Writing

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10 Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Language

L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**Indicators:**

*Students will...*

**Reading**

- Quote accurately from the text to support one's ideas or opinions on a research topic, as well as when explaining what a text says or drawing inferences from the text. (RI.5.1)
- Compare and contrast text structures of events, ideas, concepts, or information in two or more informational texts to support understanding of the texts' main ideas or points. (RI.5.5)
- Draw on information from multiple sources to answer research questions about influential athletes, teams, and sports-focused organizations. (RI.MF.5.6.)
- Synthesize information from multiple sources on the same topic to inform and support one's ideas, in both speaking and writing. (RI.5.9)

**Writing**

- Clearly organize and develop ideas in writing as appropriate for the task, audience, and purpose. (W.5.4)
- With some guidance and support from adults, individually and collaboratively produce and publish writing using technology. (W.5.6)

- Conduct research to build knowledge about a topic by gathering and synthesizing relevant information from several sources; paraphrasing and summarizing relevant information in notes and finished work; and providing a list of sources. (W.WR.5.5., W.5.8)

**Speaking and Listening**

- Report on a topic, sequencing ideas logically and using relevant facts and details to support main ideas. (SL.5.4)
- Develop and enhance main ideas in a presentation with multimedia components and visual displays. (SL.5.5)

**Language**

- Develop sentences using conjunctions, including correlative conjunctions, and items in a series to enhance meaning, interest, and style. (L.5.1.a, L.5.1.e, L.KL.5.1a)
- Combine and reduce sentences for effect and to improve clarity in writing. (L.KL.5.1a)
- Use commas to separate individual words, phrases, or clauses in a series. (L.5.2.a)
- Spell grade-appropriate words correctly, consulting reference materials as needed. (L.5.2.e)
- Deepen understanding of word meanings in texts using the relationship between words (e.g., synonyms, antonyms). (L.VI.5.3.c)



**Understandings:**

*Students will understand that...U*

- Participating in and observing sports strengthens individuals and communities and brings people of diverse backgrounds and experiences together around a common interest and goal.
- The Negro Leagues created opportunities for African Americans to play professional baseball and paved the way for Jackie Robinson to break baseball's color barrier.
- Throughout history, individual athletes, teams, and coaches have worked hard to overcome adversity and challenge barriers of gender, culture, physical limitations, and race.
- Athletes and teams who have overcome adversity and challenged barriers inspire us and teach us important lessons about perseverance, hard work, and the power of teamwork and community.

**Essential Questions:**

- How can sports influence individuals and societies? • How can sports affect the way we view others? (Lessons 1-4)
- How can sports present opportunities for change? • (Lessons 5-16)
- How can people challenge or overcome barriers through sports? • (Lessons 17-30)
- How can sports influence individuals and societies? • (Lessons 34-36)

**Assessment Evidence****Performance Tasks:**

- Check for Understanding (CFU): A lesson-level assessment included in each Wit & Wisdom lesson. CFUs take many forms, such as an Exit Ticket, a graphic organizer, or a written response. Aligned to specific skills acquisition, they focus on reading, writing, and/or speaking and listening. On average, one to three CFUs appear in each lesson. Every Deep Dive has its own CFU. (Daily)
- Exit Ticket: A strategy for quickly assessing student understanding in which, upon ending a lesson, students respond to a short-answer or multiple-choice question on an individual sheet of paper and submit it to the teacher. (Daily)

**Other Evidence:**

- IDR one on one conferring with students. Intervention only (Literature Lab should not contain Wit and Wisdom Unit, but reinforcement for the struggling student to ensure understanding for the standard needed to be addressed.

- Focusing Question: A thought-provoking, transferable question that guides students' thinking, reading, writing, and discussion throughout a module, to be addressed in the EOM Task and investigated well after the module ends. (Performance)
- Focusing Question Task: An assessment at the end of a Focusing Question arc of lessons through which students demonstrate both their understanding of the arc's content and their ability to use the craft skills taught up to that point in the module. (Performance)
- Knowledge Journal: A journal students use to reflect on, synthesize, and extend the knowledge they have developed—as a group and individually—over a stretch of time, emphasizing transferable learning about topics and skills. For more on this term, see the Setting Up a Wit & Wisdom Classroom section in this chapter. (Daily)
- New-Read Assessment: An assessment of students' ability to transfer select reading and language skills they have learned to a new text or portion of a text that they have not previously read. For more on this term, see the Assessment section. (Performance)
- Response Journal: A frequently-used journal in which students record their thinking during core lessons and Deep Dives, including lists of brainstormed ideas, responses to questions and prompts, and reflections on texts or classroom discussions. (Daily)
- Socratic Seminar: A student-led collaborative discussion centering on a thought-provoking question related to a module's content. Students engage in inquiry, elaboration, and debate while expressing their own ideas clearly. For more on this term, see the Socratic Seminar Guidance in the "Resources" chapter. (Performance)
  - Text-Dependent Question (TDQ): Generally appearing as a series, TDQs develop a purposeful line of questioning that focuses on key aspects of a text and that students can answer only by referring to textual evidence. (Daily)
- Vocabulary Journal: A journal in which students engage in vocabulary-related work, such as making connections among words, applying

<p>their understanding of a word, or recording definitions of keywords. (Daily)</p> <ul style="list-style-type: none"> <li>• Volume of Reading: The reading students do independently. Research shows a correlation between the volume of high quality texts students read and their development of reading skills and proficiency. (Performance)</li> <li>• End of Module Task (EOM): The assessment at the end of a module through which students</li> </ul>	
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<p>demonstrate both their understanding of the module’s content and their ability to use the craft skills taught in the module. (Performance)</p>	
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Columbia Assessment</li> <li>• iReady Diagnostic</li> <li>• LCA 1,2,3</li> </ul>	
<p><b>Learning Plan</b></p>	

## Learning Activities:

Throughout the Module, there are several best practices for teachers to consider. These might include:

- Varying the size of your partnerships to match the needs of your learners (e.g., ELL students may benefit from being in a triad instead of a partnership).

- During Read Alouds engagement strategies **MUST** be incorporated. These are not always explicitly stated in the manual. These strategies might include Stop and Jots, Notice and Wonder charts, gist statements, turn and talk, annotating the text, and other active reading strategies.
- Regular and specific feedback for students regarding their writing.

### Lessons 1-4

- Analyze the significance of South Africa's victory at the 1995 Rugby World Cup for Nelson Mandela and the people of South Africa.
- Analyze and explain how Squeaky's perspective of her brother Raymond and her rival Gretchen change after the race in "Raymond's Run," citing and elaborating on evidence from the story.
- Express a central theme of the short story "Raymond's Run."

### Lessons 5-16

- Explain the importance of using multiple sources when researching a topic.
- Identify the overall text structure of "2nd Inning"; reflect on how text structure improves comprehension of the text.
- Compare and contrast how Kadir Nelson uses text structures to tell about the Negro League players; explain how text structures impact understanding of a text.
- Compare and contrast how two articles use text structures to highlight a famous Negro League baseball player.
- Paraphrase evidence to support a topic statement.
- Use directly quoted evidence to support a topic statement.
- Develop a thesis statement for Focusing Question Task 2 with three logically sequenced points.
- Present a speech on the importance of celebrating the Negro Leagues on Jackie Robinson Day.

### Lessons 17-30

- Summarize information about runner Bobbi Gibb after watching a short documentary.
- Conduct an Internet search to find two additional sources about either Bobbi Gibb or Tahmina Kohistani, recording information about each source.
- Gather and paraphrase relevant information from the Fugees video to answer research questions.
- Synthesize information from several sources to summarize and reflect on the significance of the Fugees' story.
- navigate several informational texts about Ludwig Guttman and the Paralympics to answer questions about the topic.
- Integrate information from several sources about Ludwig Guttman and the Paralympics to reflect on the impact and significance of Guttman's work.
- Synthesize understanding of how artists Henri Matisse and Mark di Suvero challenged barriers through art, drawing connections between these artists and individuals and groups who have challenged barriers through sports.
- Gather and paraphrase relevant information about a research topic from several sources.

- Integrate information from several sources to explain how an athlete challenged or overcame barriers through sports.
- Choose visual and multimedia elements to enhance an athlete Hall of Fame exhibit, explaining how each

element enhances the exhibit.

- Present research about an athlete who has challenged or overcome barriers through sports, using visual displays and multimedia components to enhance main ideas.

### Lessons 31-35

- Navigate an organization's website to find information about its mission and work.
- Gather and paraphrase relevant information from multiple sources on a topic to answer research questions.
- Synthesize information from a variety of sources to develop a thesis statement with two supporting key ideas and supporting body paragraphs with evidence and elaboration.
- Write a research essay, focusing on synthesizing information from multiple sources and using directly quoted and paraphrased information to support key ideas.
- Cite resources used for a research essay, both within the text and in a "List of Sources Used" section.

### Lesson 36

- Reflect on the challenges faced by the characters and people from the module's core texts, comparing and contrasting their responses to these challenges; apply knowledge built about challenges, responses, and values to their own lives.

### Coached IDR and ELA Coaching

- Priority is helping every student grow as a reader through individual conferences driven by specific student goals
- Goals might include essential standards from the module
- Self-selected student texts
- Conferring Questions relate to the module might include:
  - Interesting or Important Facts? How do you know?
  - Explain how it connects to the main idea.
  - Does it connect to the main idea? If not, file it away as interesting, but not necessarily important.
  - Find an obstacle in the story.
  - What is the most important obstacle the character faced?
  - How did this character overcome the obstacle?

### Resources:

Module 4 Teacher's Manual

Module 4 Student Journals

### CORE TEXTS

- The Fall of Icarus (1943), Henri Matisse
- We Are the Ship: The Story of Negro League Baseball, Kadir Nelson
- Joie de Vivre, Mark di Suvero

### SUPPLEMENTARY TEXTS

### Articles

- "About the Paralympics: Paralympic History," PBS Medal Quest
- "Afghan Sprinter Tahmina Kohistani Shows What's Possible for Muslim Women," Mike Wise
- "Cool Papa Bell," National Baseball Hall of Fame
- "History in Detail: Dr. Ludwig Guttmann," British Paralympic Association
- "Finding Common Ground on the Soccer Field," Todd Tuell
- "Guardians of the Game," Todd Tuell
- "Helping Refugee Kids Find Their Footing in the U.S.," Laura Klairmont
- "Henri Matisse: The Cut-Outs," Museum of Modern Art
- "Jackie Robinson," National Baseball Hall of Fame

- “Josh Gibson,” National Baseball Hall of Fame
- “Refugees Find Hope, Film Deal on Soccer Field,” Kathy Lohr
- “Street Soccer,” Connie Colón

#### Maps

- Afghanistan, Scholastic, Inc.
- Latin America, University of Texas
- Zuccotti Park, Google Maps

#### Short Story

- “Raymond’s Run,” Toni Cade Bambara

#### Videos

- “A Boston Marathon First: Bobby Gibb on Her History-Making Run,” CBS Boston
- “Always #LikeAGirl,” Always
- “Annual ARETE Honors for Courage in Sports: Fugees, 2008,” Fugees Family
- “Meet CNN Hero Luma Mufleh,” CNN.com
- “CNN Hero Luma Mufleh: From Refugee to Fugees,” CNN.com
- “ESPY Awards–Nelson Mandela” documentary, Scott Duncan
- “Kadir Nelson Reads from We Are the Ship,” Scholastic, Inc.
- “Jackie Robinson Breaks Barriers,” History.com
- “Nelson Mandela Speech that changed the world”
- “The Mandeville Legacy–Paralympics Documentary,” Cliff Productions

#### Website

- *Fugees Family*

### Unit Modifications for Special Population Students

#### Advanced Learners

- For focusing question 1, have advanced learners write a short essay response instead of a paragraph response
- In lesson 5, challenge students to think about other reasons Rube Foster created the Negro baseball league and what he did to ensure this league was successful
- Pose questions about how the illustrations in the text support ideas put forth in the text itself, as well as inferences made in class
- After new read assessment 1, encourage students to conduct mini research projects on another Negro baseball player mentioned in “5th Inning”- Create a baseball card for that player
- When discussing stereotypes, challenge students to think of other examples of stereotypes. Provide sentence frames as needed • Encourage students to read higher level texts found in the Volume of Reading section of Module 3 Appendix D:
  - (800L) Roberto Clemente: Pride of the Pittsburgh Pirates, Jonah Winter • (AD880L) Jesse Owens: Fastest Man Alive, Carole Boston Weatherford • (1060L) Babe Didrikson Zaharias: The Making of a Champion, Russell Freedman

\*Pull small groups consisting of a few students who would benefit from being challenged to “Scan and Plan” (Serravallo 2015, 9.10, p. 259). Teach students additional strategies such as “Important vs. Interesting” (Serravallo, 2015, 9.13, page 262), “Sidebar as Section” (Serravallo, 2015, 10.19, pg. 292), and “Use a Reference and Explain It” (Serravallo, 2015, 11.20, pg. 319).

<b>Struggling Learners</b>	<ul style="list-style-type: none"> <li>• Group and partner work to answer questions from media presentations</li> <li>• Provide sentence frames</li> <li>• Read alouds to model fluent and expressive reading</li> <li>• Define unfamiliar vocabulary and provide context for confusing text</li> <li>• Provide word bank for character traits</li> <li>• When sequencing events in Lesson 3, provide several events in the correct order to start struggling students off</li> <li>• Small group work with elaborating on evidence</li> <li>• When identifying text structure, encourage students to summarize what is happening in the text first</li> <li>• Pose reflective questions for students to think about while paraphrasing</li> <li>• Provide shorter text excerpts for struggling students to select direct quotations (This will allow more time for them to focus on their evidence and elaboration)</li> <li>• When students are taking notes from videos, pause periodically to allow time for students to complete their thoughts on paper</li> <li>• Provide ample time for students to research and practice speeches before graded presentation</li> <li>• When researching for EOM task, provide a visual checklist for struggling students. This will allow them to see whether or not they have completed all necessary requirements</li> </ul> <p>*Pull small groups consisting of a few students who would benefit from extra support to “Key into What’s Important (Biographies)” (Serravallo, 2015, 9.16, pg. 265). Teach students additional strategies, such as “Event Connections” (Serravallo, 2015, 9.19, pg. 268), “Using Analogies” (Serravallo, 2015, 9.15, pg. 264), “Paraphrase Chunks, Then Put it Together (Serravallo, 2015, 8.7, pg. 228), and “Consider Structure” (Serravallo, 2015, 8.19, pg. 240)</p>
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<b>English Language Learners</b>	<ul style="list-style-type: none"> <li>• Explicitly teach vocabulary and grammar-emphasize origin of words and word parts (annotation and discussion of unknown vocabulary in Deep Dives)</li> <li>• Allow opportunities for answering text dependent questions that require rereading of texts</li> <li>• Partner work requiring oral reading of written responses</li> <li>• Use of graphic organizers</li> <li>• Frequent use of Teacher Read-Alouds for the modeling of fluent reading</li> <li>• Repeated readings to build confidence in the correct pronunciation of words and comprehension</li> </ul> <p>*Pull small groups consisting of a few students who would benefit from extra support to “Translate a Text” (Serravallo, 2015, 9.12, pg. 261) and “Help from Cognates” (Serravallo, 2015, 11.18, pg. 317)</p>
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<b>Special Needs Learners</b>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Repeated practice with on level texts that focus on similar topics to those in the lesson. For example, when practicing writing a topic sentence for an opinion paragraph, use an accessible text to create confidence in the students before presenting them with the text in the lesson</li> <li>• Explicitly teach annotations and when possible, limit the number students are responsible for noting</li> <li>• Provide sentence frames and graphic organizers and model multiple examples of desired work output</li> <li>• Read above level text aloud repeatedly and provide students with text recordings when possible</li> <li>• Provide vocabulary note cards with picture clues as well as synonyms of vocabulary words</li> <li>• *Pull small groups consisting of a few students who would benefit from extra support to “Ask Questions, Form Ideas (Serravallo, 2015, 8.4, pg. 225), “Consider Character in Context” (Serravallo, 2015, 6.22, pg. 187), and “What’s in a Character’s Heart” (Serravallo, 2015, 6.23, pg. 188) • Modify curriculum according to modifications noted on individual IEP’s</li> </ul>
<b>Learners with a 504</b>	Refer to page four in the <u>Parent and Educator Resource Guide to Section 504</u> to assist in the development of appropriate plans.

### Interdisciplinary Connections

Indicators:

6.1.12.A.5.b-Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

6.1.12.A.6.c-Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

- *These standards will be addressed throughout the study of African Americans breaking barriers in the world of sports and how this affected the rest of the country.*

1.4.5.A.2- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context). • *These standards are addressed through the study and discussion of the sculpture Joie de Vivre, by Mark di Suvero*

### Integration of 21<sup>st</sup> Century Skills



Indicators:

9.1.8.C.2- Demonstrate the use of consensus, compromise, and community building strategies for carrying out different tasks, assignments, and projects

9.1.8.D.2-Demonstrate the ability to understand inferences

9.1.8.A.1-Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

• *These standards are addressed during Socratic Seminar as well as group work done during the Module.*

8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.2-Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.D.2-Analyze the resource citations in online materials for proper use.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. • *These standards will be met throughout the research lessons of the module. Students will conduct internet research and formulate a research essay.*