



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.

Course Title:	ELA					
Grade Level(s):	3rd Grade					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	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.					
Grading Procedures:	Weighted Categories: 60% Major Assessments 40% Minor Assessments					
Primary Resources:	<ul style="list-style-type: none">• Great Minds Module 0• Great Minds Module 1-4• Teacher Implementation Guide• Digital resources from Greatminds.org• Core Texts• Independent Classroom Libraries• Spelling Connections• The Reading Strategies Book by Jennifer Serravallo					

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 21st century skills for College and Career Readiness in a global society

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Written: August 2018

Revised: _____

BOE Approval: _____

Unit Title: Module 0 (Introductory)	
Unit Description: Module 0 is a brief module that introduces students to the key components and features of the Wit & Wisdom program. The main purpose is to build classroom culture and introduce Wit & Wisdom practices and routines. The 6 lessons guide students through the content stages for reading and the types of questions, practices, instructional routines, and strategies they will encounter in Modules 1 – 4. Instructional routines are multistep practices designed to build independence by instilling the habits that critical readers use. Students will be introduced to instructional routines regularly used in Wit & Wisdom lessons. It creates a foundation for the routines, and it gives students space to practice and reflect on how the routines support their development of understanding.	
Unit Duration: Six lessons approximately 50 – 60 minutes each	
Desired Results	
Standard(s): Primary RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text. RL.3.3. Describe the characters in a story and explain how their actions contribute to the plot W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
Indicators: <ul style="list-style-type: none"> • Students will read and analyze a literary text and a piece of visual art • Students will engage in informal writing tasks • Students will engage in whole-class, small-group, and paired discussion 	
Understandings: <ul style="list-style-type: none"> • Read, enjoy, and analyze literary texts and visual art • Experience Wit & Wisdom’s lesson structure • Engage with Focusing Questions, Content Framing Questions, and Craft Questions • Practice and reflect on instructional routines and strategies • Develop classroom culture and construct systems for a knowledge-building, text-focused community 	Essential Questions: <ul style="list-style-type: none"> • How does reading help us build knowledge? • What does reading mean to Trisha in Thank You, Mr. Faulker • What can we learn from studying visual art?
Assessment Evidence	
Introductory Performance Tasks <i>(This is a 6 lesson introduction to the following performance tasks which will be used throughout each module)</i> <ul style="list-style-type: none"> • Notice and Wonder Charts • Think Pair Share Practice • Exit Tickets • Vocabulary Journals • Story Maps • Student Response Journals • Quick Write • Chalk Talk • Evidence Organizer • Stop and Jot 	Other Evidence <ul style="list-style-type: none"> • Instructional routines for the literacy lab • i.e. – assess student reading levels and needs • Assist students in choosing an appropriate leveled IDR book • Teach students the procedure for coached IDR, conferring and Status of the Class

Benchmarks:

- Columbia Assessment for Independent Reading Level
- Star Reading Assessment

Learning Plan**Learning Activities:****FQ1 – What does reading mean to Trisha in *Thank You, Mr. Falker*?****Lessons 1 – 5**

- Students will listen to a read Aloud and scaffold their understanding of the text, practice making observations, and answering questions
- Learn and practice Notice/Wonder procedures and Think-Pair-Share procedures and will complete an exit ticket to express their understanding
- Summarize the setting, characters, and events in *Thank You, Mr. Falker* by completing a story map
- Explain how Trisha's feelings toward reading change throughout *Thank You, Mr. Falker* by completing a quick write and by learning and presenting a Tableau
- Explain the essential meaning of *Thank You, Mr. Falker* by collecting evidence and participating in a chalk talk
- Analyze how *Thank You, Mr. Falker* builds knowledge during a Socratic Seminar

FQ2 - What can we learn from studying visual art?

- Express an idea based on the painting *Reading at a Table* by understanding what's happening in a painting, examining color and line in a painting, and analyzing the meaning in a painting
- Reflect on module 0 by writing in their response journals and will include which routine was most challenging and most helpful

Resources:

- Great Minds/Wit & Wisdom Module 0 – Introduction to Wit & Wisdom
- *Thank You Mr. Faulker* by Patricia Polocco
- *Reading at a Table* by Pablo Picasso

Unit Modifications for Special Population Students**Advanced Learners****Focusing Question 1 (Lessons 1-5)**

- Challenge students to create their first Notice and Wonder Chart for *Thank You, Mr. Falker* (lesson 1) independently.
- Invite students to elaborate on their observations in lesson 1 by explaining the importance of the details they noticed/wondered about.
- Encourage students to use context clues to determine the meaning of unknown words and apply the vocabulary words to different characters and contexts.
- Challenge students to explain the cause of Trisha's feelings in *Thank You, Mr. Falker* by adding "because" to their sentence frame or challenge them to come up with multiple feelings for Trisha (lesson 3)

Focusing Question 2 (Lesson 6)

- Encourage students to create their own artwork using the specific elements of art that were discussed

Struggling Learners**Focusing Question 1 (Lessons 1-5)**

- When answering a question about how reading makes the student feel (lesson 1), allow the students to illustrate their response.
- While students are working on their first Notice and Wonder Chart for *Thank You, Mr. Falker* (lesson 1), pull a small group to model responses before the students begin.
- Model how to fill in the Story Map (lesson 2), but allow students to fill in the

	<p>Timeline section at certain pause points in the read aloud</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of looking at a character's feelings, such as in lesson 3. This can be done during small group/partner work time in. During this meeting, you may: • Make connections between students' personal feelings and how they act to what we can learn about characters' feelings and how they act. • Teach students additional strategies to think about characters and their feelings, such as "How's the Character Feeling?" (Serravallo 2015, 6.1, p. 166) • Provide students partially filled in sentence frames to write about the essential meaning of <i>Thank You, Mr. Falker</i> (lesson 4), such as: "The most important lesson Trisha learns about <u>reading</u> is _____" or "The most important lesson Trisha learns about <u>trying hard</u> is _____" • Before students participate in the Socratic Seminar (lesson 5), provide students some prompts to consider before the discussion starts, such as: "Why was learning to read so important to Trisha?" and "Why does this book matter?" <p>Focusing Question 2 (Lesson 6)</p> <ul style="list-style-type: none"> • Draw quick examples of the types of lines uses in the Vocabulary Journal definitions and encourage students to use the vocabulary while discussing the painting.
English Language Learners	<p>Focusing Question 1 (Lessons 1-5)</p> <ul style="list-style-type: none"> • When answering a question about how reading makes the student feel (lesson 1), allow the students to illustrate their response. • Provide students with sentence frames at different points throughout the module. For example: <ul style="list-style-type: none"> – When completing the first Notice and Wonder Chart for <i>Thank You, Mr. Falker</i> (lesson 1), use the sentence frames: "I notice _____," "I see _____," and "I wonder why _____." – When participating in Chalk Talk (lesson 4), provide the sentence frames: "reading means _____ to Trisha because _____" and "Because she can read, Trisha _____" • When students are participating in a Socratic Seminar (lesson 5), provide students with: <ul style="list-style-type: none"> – Agree and disagree cards for nonverbal participation in the discussion • "Pause points" throughout the discussion so students can stop and formulate their opinions • Sentence frames, such as "In the text, I notice..." <p>Focusing Question 2 (Lesson 6)</p> <ul style="list-style-type: none"> • Display artwork in the classroom that is labeled with academic vocabulary that will help students discuss art, such as object, lines, color, etc. • Provide the students with sentence frames to organize and clarify their thinking about how <i>Reading at a Table</i> builds their knowledge about reading or art, such as: "From the painting, I learned that reading/art _____" <p>Vocabulary Notebooks</p> <ul style="list-style-type: none"> • With the use of vocabulary notebooks, provide visuals (possibly from the text itself) to include in vocabulary notebook to support identification and connection of vocabulary. • Create an additional column in vocabulary notebooks for students to use

	additional strategies, such as “Help from Cognates” (Serravallo 2015, 11.18, p. 317), to determine the meaning of unknown words.
Special Needs Learners	<p>*Follow all modifications of 504 plans and IEPs</p> <p>Focusing Question 1 (Lessons 1-5)</p> <ul style="list-style-type: none"> • When answering a question about how reading makes the student feel (lesson 1), allow the students to illustrate their response. • While reading Thank You, Mr. Falker, use a Parallel Co-Teaching Model to read the text. Pause throughout the read aloud to encourage students to jot down ideas more frequently for the Notice and Wonder Chart and the Story Map. • Pull small groups consisting of a few students who would benefit from the similar task of looking at a character’s feelings, such as lesson 3. This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may: <ul style="list-style-type: none"> – Determine how Trisha was feeling at each point on a model Story Timeline – Teach students additional strategies to think about characters and their feelings, such as “Back Up Ideas About Characters with Evidence” (Serravallo 2015, 6.6, p. 171) • Share two or three strong anonymous student samples for writing about the essential meaning (lesson 4) so students have a model of using evidence from the text in future lessons. • During the Socratic Seminar (lesson 5),: <ul style="list-style-type: none"> – Consider pairing students with an advanced learner during the turn and talk before the discussion starts and allow them to take notes about the topics they will discuss – Allow students more opportunity to participate in Socratic Seminar by splitting the class in two heterogeneous groups and using a Parallel Co-Teaching Model. <p>Focusing Question 2 (Lesson 6)</p> <ul style="list-style-type: none"> • Invite students to quickly sketch the lines of an object from the painting and re-creating it
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Elementary Information Literacy and Library Media Studies

NJSLS: RI; W; Identify the function and the parts of a book

NJSLS: RI; SL; W 1. Organize and identify resources 2. Prepare and communicate through written, oral and visual products

NJSLS: RL; RI; SL 1.Listen and respond to different types of literature in different media formats 2. Recall, summarize, paraphrase, and extend what is listened to and viewed

Module 0 uses a literary text and students respond to resources in their reader response journals.

National Core Arts Standards

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

In module 0 students are introduced to how to respond to art. They learn how to analyze meaning in a painting and will learn how to examine color and lines.

Integration of 21st Century Skills

Indicators:

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- 9.1.8.B.1 Use multiple points of view to create alternative solutions.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.8.D.1 Employ appropriate conflict resolution strategies.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

The Great Minds Program utilizes small group discussions and/or formal Socratic Seminars in each lesson. The unit begins with introducing rules for working in the classroom during whole group, small group, partner and independent learning times. It then moves into teaching how to agree and disagree respectfully so that students can have productive discussions and work together throughout the year. Students will also revise each other's writing and utilize strategies taught throughout the unit to appropriately share feedback. Finally, students are using critical thinking skills during reading and rereading of informational text and are critically analyzing art, poetry, and literature.

Unit Title: The Sea – Module 1

Unit Description:

Wit & Wisdom

Module 1 focuses on how people explore the sea through art, literature, and science. The module helps students learn to appreciate the value of asking important questions and persevering in the attempt to answer those questions. It also lays the groundwork for a year of rigorous learning. Students will use a range of strategies for articulating the questions they have about texts and the answers they find to these questions. Students will be critically reading informational texts and learning to use the text features to locate and use information efficiently. Throughout the module students will review the elements of a sentence and the components of an effective topic statement. They will have a strong introduction to writing by learning to write explanatory and informational paragraphs. This module also introduces students to listening with wonder. They will learn to agree and disagree respectfully to set the tone for productive class discussions.

Literacy Lab

Literacy Lab is 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: One marking period

32 Wit & Wisdom lessons (75 – 90 minutes each)

Literacy Lab (30 minutes daily)

Desired Results

Standard(s):

Primary

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

i. Produce simple, compound, and complex sentences.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Reinforced

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize appropriate words in titles.

d. Form and use possessives

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Indicators:

- Students will ask important questions and will use a wide range of strategies for articulating questions and will document questions and strategies in student response journals
- Students will ask and answer text-based questions by completed TDQ's, completing exit tickets, and recording written responses in student response journals
- Students will apply understanding of vocabulary by keeping a daily vocabulary journal which will include activities to make connections among words, prompts to apply understanding of words, and to record definitions of words
- Students will identify a central message about the sea and use details from artwork to answer questions by writing a paragraph explaining how art reveals an important characteristic of the sea
- Students will use text features in informational texts to locate and use information efficiently, identify a central message about why scientist explore the sea, and organize ideas into two paragraphs to explain why and how scientists explore the sea
- Students will practice productive discussions during Socratic Seminar by completing the speaking and listening checklists and Socratic Seminar Self-Assessment
- Students will use evidence from nonfiction texts to answer questions and will present the information during Socratic Seminars
- Students will write a multi-paragraph essay and will use topic statements correctly, group related ideas together, use facts, definitions and details to support their topic, write in complete sentences, and use linking words to connect all ideas

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Artists and writers use domain specific elements to express ideas • The ocean is an important ecosystem • Scientists observe the ocean carefully to learn more about it • Squids and sharks are important to the sea's ecosystem • People develop technology to solve problems 	<p>Essential Question:</p> <ul style="list-style-type: none"> • Why do people explore the sea? <p>Focusing Questions:</p> <ul style="list-style-type: none"> • How do artists explore the sea? • Why and how do scientists explore the sea? • Why and how do scientists explore sea creatures?
<p>Assessment Evidence</p>	
<p>Performance Tasks: Student Response Journals</p> <ul style="list-style-type: none"> • Response to questions and prompts, text reflection, classroom discussion • Vocabulary Journal • Vocabulary related work, activities to make connections among words, apply understanding of words, record definitions <p>Knowledge Journal Activities</p> <ul style="list-style-type: none"> • Deeper reflections on knowledge of the world, ideas, skills, reflections • Open ended inquiry <p>Annotations During Reading</p> <ul style="list-style-type: none"> • CFU's (check for understanding) by using exit tickets, graphic organizers and written responses • TDQ's (text dependent questions) written and collected • Quick Writes • FQT's • EOM Assessment • New Read Assessments 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Literacy Lab Assignments • Small group instruction notes and records • Reading Log • Coached IDR and ELA conferring • IDR "Status of the Class" • Spelling Workbook • Deep Dives
<p>Benchmarks:</p> <ul style="list-style-type: none"> • Columbia Assessment for Independent Reading Level • STAR Reading Assessment • Informative/Explanatory Pre/Post Writing Benchmark for Module 1 	
<p>Learning Plan</p>	
<p>Learning Activities throughout the unit:</p> <p>Best Practices:</p> <ul style="list-style-type: none"> • 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 <p>FQ1 – How do artists explore the sea? Lessons 1 – 9</p>	

- Identify the central message in the poem "Sea Wind" and the paintings The Boating Party, The Great Wave, and The Gulf Stream and give key details to support
- Read and annotate Amos and Boris to explain how illustrations and word choices depict the sea and to complete a story map identifying the central message using 2 key details for support
- Ask and answer questions about the "Sea Wind", The Boating Party, The Great Wave, The Gulf Stream, and Amos & Boris , to demonstrate the understanding of how artists explore the sea
- Identify parts of a complete sentence and write topic sentences for paragraphs
- Write an explanatory paragraph explaining a central message in one of the texts examined in Lessons 1-7 which will provide a clear topic statement and groups related ideas together using complete sentences **(FQT 1 – Assessment 8)**
- Demonstrate how a noun and verb function to create a sentence, define and use abstract nouns and identify and form possessives with singular nouns, and capitalize appropriate words in titles

FQ 2 – Why and How Scientists Explore the Sea?

Lessons 10 - 18

- Ask and answer questions about the text Ocean Sunlight and complete a graphic organizer identifying the main idea and key details
- Review and practice vocabulary from the assessed vocabulary list
- Demonstrate acquisition of academic and content vocabulary **(Mid Module Vocab. Direct Assessment)**
- Explain how text sequence and illustrations explain why Jacques Cousteau explored the sea
- Identify the main idea and essential meaning of the book *The Fantastic Undersea Life of Jacques Cousteau*
- Demonstrate understanding of the main ideas of *Ocean Sunlight* and *The Fantastic Undersea Life of Jacques Cousteau* by writing an explanatory paragraph using topic statements, related information that is grouped together, and an illustration to support comprehension **(FQT 2 - Assessment 17)**
- Distinguish between literal and nonliteral meanings of words and phrases and examine word meanings and their significant relationship to each other
- Use simple past tense correctly in writing

FQ3 – Why and How Scientists Explore Sea Creatures?

Lessons 19 – 30 and EOM

- Use text and photographs to ask and answer specific questions about sharks
- Use text features to locate information related to shark safety and collaboratively write an explanatory paragraph using facts, definitions, and details to explain a piece of equipment
- Apply what they learned about text features to complete the new read assessment and to develop new knowledge about the value of sharks **(Assessment 22 - New Read Assessment1)**
- Use text features to locate and use information efficiently, to identify the main idea in a passage of *Shark Attack!* and will write a summary of the passage
- Ask and answer questions about *Giant Squid*, referring explicitly to text and will use a graphic organizer to explain how key details support a main idea of a chapter in that book
- Demonstrate knowledge of text features to answer questions **(Assessment 26 - New Read Assessment 2)**
- Write an informative paragraph using topic sentences, facts and details, and illustrations to provide information for a particular audience and create a didactic wall panel explaining a piece of equipment scientists use to explore sharks or giant squid **(FQT 3 – Assessment 29)**
- Gather information from print and visual sources, taking brief notes, and sorting evidence into provided categories **(End of Module Task – Assessment 31)**
- Plan an essay that uses text evidence to explain why people explore the sea **(End of Module Essay – Assessment 32)**
- Demonstrate understanding of vocabulary from the Module 1 Word List **(End of Module Vocab Assessment – Assessment 32)**
- Explain the function of adjectives in general and specific sentences
- Produce original compound sentences using conjunctions
- Use linking words and phrases to connect ideas

Literacy Lab (daily throughout the unit)

Small group/Guided reading

- Priority is always what the reader needs
- Teacher meets with groups based on common needs to support specific student goals
- Can reinforce standards from the Wit & Wisdom module along with other standards based on individual student goals
- Interventions may take place during this time

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?

Fiction:

- Can you retell the most important parts that have happened so far in your book?
- How would you describe the setting of this story? What words does the author use to help you picture it?
- What ideas do you have so far about what the central message or theme of this story might be? What do you think the characters might learn by the end of the story? What details make you think that?
- How do the illustrations help you to better understand the story?

Nonfiction:

- What is the main idea of the text you are reading?
- What details would you include when telling someone about this text?
- What text features or interesting words does the author use to help you understand this topic?

Spelling Connections

- Based on student needs, a minimum of 6 of the 9 units will be completed. The review unit should be skipped. Units typically take 1 to 1 ½ weeks with a pre-test, learning activities, and a post test.
- Students *with IEP's may have an alternative program/approach*

Resources:

Great Minds / Wit & Wisdom Module 1 – The Sea

Great Minds / Wit & Wisdom Student Response Journals – Module 1

Picture Books:

- Ocean Sunlight - How Tiny Plants Feed the Seas by Molly Bang and Penny Chisholm
- The Fantastic Undersea Life of Jacques Cousteau by Dan Yaccarino
- Giant Squid: Searching for a Sea Monster by Mary M. Cerullo
- Shark Attack by Cathy East Dubowski
- Amos and *Boris* by William Steig

Art:

- The Great Wave by Katushika Hokusai
- The Boating Party by Mary Cassatt
- The Gulf Stream by Winslow Homer

Films:

- "Cousteau's Silent World: Shipwreck Excerpt"
- "Quest for the Giant Squid"
- "Sperm Whale Encounter"
- "Why the Ocean Matters"

Poetry:

- "The Sea Wind," Sara Teasdale

Stories:

- “The Lion and the Mouse,” Aesop’s Fables

Websites:

- “William Steig: About the Author Section”
- “National Aquarium in Baltimore, MD Virtual Tour”
- “White Ibis”

Literacy Lab:

- Classroom Library
- Leveled texts for guided reading or small group instruction
- Spelling Connections Manual/ Student Workbooks

Unit Modifications for Special Population Students

Advanced Learners

Encourage students to deepen their knowledge of the module content and themes by recommending books in Appendix D: Volume of Reading.

Focusing Question 1 (Lessons 1-9)

Challenge students to do further research on the topics and report to the class. For example:

- Invite students to explore the geography of the Gulf Stream to connect to Winslow Homer’s painting in lesson 3.
- Students can research whale’s further in lesson 4 by watching Howard Hall’s “Sperm Whale Encounter” and record questions and observations on sticky notes
- Challenge students to construct more in-depth written responses. For example:
 - Challenge students to construct a two-paragraph response for the Focus Question Task in lessons 8 and 9
- Teach students additional strategies to turn their story maps into written summaries, such as “Angled Summaries for highlighting Deeper Ideas in Plot” (Serravallo 2015, 5.12, p. 145)
- Teach students additional strategies to make connections between the different story elements, such as “What’s Your Problem?” (Serravallo 2015, 5.8, p. 141)

Focusing Question 2 (Lessons 10-18)

- Invite students to create visual representations of information gathered during reading. For examples
- Create a food chain to represent information in pages 10-33 in Ocean Sunlight
- Create a timeline to represent information found in The Fantastic Undersea Life of Jacques Cousteau
- Challenge students to determine the meaning of unknown vocabulary words using context clues or morphemes

Focusing Question 3 and EOM Task (Lessons 19-32)

- Encourage students to write more complex summaries, as in lesson 23. Invite them to include facts, definitions, AND details to support the main idea.
- Challenge students to create text features to support their written responses. For example, students can draw a piece of protective equipment and include labels in lesson 21.

Struggling Learners

Focusing Question 1 (Lessons 1-9)

Pull small groups consisting of a few students who would benefit from extra support completing the similar task of determining the central idea of a poem or fiction story, such as lessons 1 and 7. This can be done during small

group/partner work time in the lesson. During this meeting, you may:

- Annotate and review repeating words and phrases in “The Sea Wind” to highlight the central message (lesson 1)
- Provide more practice in determining the central idea of the text by removing the morals at the end of fables and allowing the students to determine the moral (lesson 7)
- Teach students additional strategies to determine the central idea, such as “What Are You Left With?” (Serravallo 2015, 7.6, p. 199) and “Dig Deeper to Find a Story’s Topics” (Serravallo 2015, 7.12, p. 205)
- In small groups, teach students additional strategies to support them in understanding the story elements (lesson 7), such as “Summarizing What’s Most Essential” (Serravallo 2015, 5.3, p. 136) and “Uh-oh... Phew” (Serravallo 2015, 5.4, p. 137)
- When completing a Hand Paragraph Model, such as in lesson 8, provide students with a partially filled in organizer

Focusing Question 2 (Lessons 10-18)

- Pull small groups consisting of a few students who would benefit from extra support to completing the similar task of determining the main idea of a nonfiction text, such as in lessons 12 and 16. This can be done during small group/partner work time in the lesson. During this meeting, you may:
- Chunk the text into smaller sections, determining a main idea for each section of the text (lesson 12)
- Use a Boxes and Bullets Organizer to identify the main idea and key details (lesson 16)
- Provide a partially filled out Boxes and Bullets Organizer to help steer students in the direction of the main idea
- 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)
- Encourage students to use the text’s illustrations in *The Fantastic Life of Jacques Cousteau* to retell and sequence the events.
- Provide students with sample paragraphs and have them write a topic sentence for the paragraph for extra practice.

Focusing Question 3 and EOM Task (Lessons 19-32)

Pull small groups consisting of a few students who would benefit from extra support completing the similar task of using text features to locate and use information efficiently such as in lessons 21, 22, and 26. This can be done during small group/partner work time in the lesson. During this meeting, you may:

- Show how using the chapter titles and headings can provide clues for the main idea
- Teach students additional strategies to determine the main idea, such as “Why a Visual?” (Serravallo 2015, 10.10, p. 283) and “Cover Up Then Zoom In” (Serravallo 2015, 10.2, p. 275)
- Continue to provide support to students in determining the main idea of a text using strategies previously listed.
- Check in with students before they begin their EOM to review vocabulary, linking words, topic sentences, facts, definitions, and details.

Socratic Seminars (Lessons 8, 17, 23, and 28)

Before students participate in the Socratic Seminar (lesson 8), provide students some prompts to consider before the discussion starts, such as: “What tools do artists use to express ideas about the sea?” and “Which work

	gave you a new idea about the sea?" Students can take notes on these prompts that can be used during the Socratic Seminar.
English Language Learners	<p>Focusing Question 1 (Lessons 1-9)</p> <ul style="list-style-type: none"> • Reread or record yourself reading "The Sea Wind" and sections of Amos & Boris aloud so that students are able to listen to the poem and story while completing the different tasks • When completing a story elements map, provide students with pictures of each element, such as drawing faces next to the word "characters" • Provide sentence frames for students to complete the Focusing Question Task (Lesson 9), such as "A central message in _____ is _____. The artist/illustrator conveys this message by _____. This shows _____." <p>Focusing Question 2 (Lessons 10-18)</p> <ul style="list-style-type: none"> • Before the Direct Vocabulary Assessment (lesson 12), play a vocabulary game, such as Pictionary, to review vocabulary words that were previously taught. • Allow students to orally rehearse their written responses, such as summaries or Focusing Question Task (lessons 16, 18), before they begin writing. • Teach students additional strategies to help understand figurative language, such as completing a chart like "Word Relationships in a Phrase" (Serravallo 2015, 11.17, p. 316) • Reread or record yourself reading Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques Cousteau so students can listen to the text again while completing the different tasks <p>Focusing Question 3 and EOM Task (Lessons 19-32)</p> <ul style="list-style-type: none"> • Teach students strategies to effectively use the glossary to define unknown words, such as "Glossary Warm-Up" (Serravallo 2015, 10.11, p. 284) • Reread or record yourself reading Shark Attacks! and Giant Squid: Searching for a Sea Monster so students can listen to the text again while completing the different tasks • Before beginning EOM, quickly review the "New Words" section of the vocabulary Journals and chart some important domain-specific words and phrases <p>Socratic Seminars (Lessons 8, 17, 23, and 28)</p> <ul style="list-style-type: none"> • When students are participating in a Socratic Seminar, provide students with: <ul style="list-style-type: none"> – Agree and disagree cards for nonverbal participation in the discussion • "Pause points" throughout the discussion so students can stop and formulate their opinions • Sentence frames, such as "In the text or painting, I notice..." <p>Vocabulary Notebooks</p> <ul style="list-style-type: none"> • With the use of vocabulary notebooks, provide visuals (possibly from the text itself) to include in vocabulary notebook to support identification and connection to vocabulary. • Display artwork in the classroom that is labeled with academic vocabulary that will help students discuss art, such as object, lines, color, etc.

	<ul style="list-style-type: none"> Create an additional column in vocabulary notebooks for students to use additional strategies, such as “Help from Cognates” (Serravallo 2015, 11.18, p. 317), to determine the meaning of unknown words
Special Needs Learners	<p><i>*Follow all dictations of 504 plans and IEPs</i></p> <p>Focusing Question 1 (Lessons 1-9)</p> <ul style="list-style-type: none"> Pull small groups consisting of a few students who would benefit from extra support completing the similar task of determining the central idea of a poem or fiction story, such as lessons 1 and 7. This can be done during small group/partner work time in the lesson or during whole group instruction in an Alternative Co-teaching setting. During this meeting, you may: Review the story elements and plot and ask more questions before you ask students to determine the central message Teach students additional strategies to determine the central idea, such as “Dig Deeper to Find a Story’s Topics” (Serravallo 2015, 7.12, p. 205) When completing a Hand Paragraph Model, such as in lesson 8, provide students with a partially filled in organizer In small groups, teach students additional strategies to support them in understanding the story elements (lesson 7), such as “Summarizing What’s Most Essential” (Serravallo 2015, 5.3, p. 136) and “Uh-oh... Phew” (Serravallo 2015, 5.4, p. 137) Use a Parallel Co-Teaching Model when engaging with a new text, such as Amos & Boris to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. <p>Focusing Question 2 (Lessons 10-18)</p> <ul style="list-style-type: none"> Pull small groups consisting of a few students who would benefit from extra support completing the similar task of determining the main idea of a nonfiction text, such as in lessons 12 and 16. This can be done during small group/partner work time in the lesson or during whole group instruction in an Alternative Co-teaching setting. During this meeting, you may: Use a Boxes and Bullets Organizer to identify the main idea and key details (lesson 16) Teach students additional strategies to determine the main idea, such as “Paraphrase Chunks, Then Put It Together” (Serravallo 2015, 8.7, p. 228) and “Topic/Subtopic/Details” (Serravallo 2015, 8.3, p. 224) Provide students with sample paragraphs and have them write a topic sentence for the paragraph for extra practice. Use a Parallel Co-Teaching Model when engaging with a new text, such as The Fantastic Life of Jacques Cousteau to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. <p>Focusing Question 3 and EOM Task (Lessons 19-32)</p> <ul style="list-style-type: none"> Pull small groups consisting of a few students who would benefit from extra support completing the similar task of using text features to locate and use information efficiently such as in lessons 21, 22, and 26. This can be done during small group/partner work time in the lesson or during whole group instruction in an Alternative Co-teaching setting.. During this meeting, you may: Show how using the chapter titles and headings can provide clues for the main idea

	<ul style="list-style-type: none"> • Teach students additional strategies to determine the main idea, such as “Cracking Open Headings” (Serravallo 2015, 10.18, p. 291) and “Integrate Features and Running Text” (Serravallo 2015, 10.13, p. 286) • Use a Parallel Co-Teaching Model when engaging with a new text, such as Giant Squid: Searching for a Sea Monster to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. • Check-in with students before they begin their EOM to review vocabulary, linking words, topic sentences, facts, definitions, and details. <p>Socratic Seminars (Lessons 8, 17, 23, and 28)</p> <ul style="list-style-type: none"> • Consider pairing students with an advanced learner during the turn and talk before the discussion starts and allow them to take notes about the topics they will discuss • Allow students more opportunity to participate in Socratic Seminar by splitting the class in two heterogeneous groups and using a Parallel Co-Teaching Model.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Science/NextGen Connection

LS2.C – Ecosystem Dynamics, Function, Resilience

LS2.D – Social Interdependence and Group Behavior

ELA standards are taught under the broad topic of “The Sea” including but not limited to sea life, ecosystem of the sea, life cycles, methods and technology used to explore the sea

Elementary Information Literacy and Library Media Studies

NJSLS: RI; W; Identify the function and the parts of a book

NJSLS: RI; SL; W 1. Organize and identify resources 2. Prepare and communicate through written, oral and visual products

NJSLS: RL; RI; SL 1. Listen and respond to different types of literature in different media formats 2. Recall, summarize, paraphrase, and extend what is listened to and viewed

Module 1 uses both informational and literary texts, websites, poetry, and fables. Students respond to resources in their reader response journals.

National Core Arts Anchor Standards

NCAAS 7: Perceive and analyze artistic work

NCAAS 8: Interpret intent and meaning in artistic work

Students explore 3 different pieces of art in Module 1 and pay close attention to the elements of color, line, space, form, shape, and texture

Integration of 21st Century Skills

Indicators:

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- 9.1.8.B.1 Use multiple points of view to create alternative solutions.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.8.D.1 Employ appropriate conflict resolution strategies.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

The Great Minds Program utilizes small group discussions and/or formal Socratic Seminars in each lesson. The unit begins with introducing rules for working in the classroom during whole group, small group, partner and independent learning times. It then moves into teaching how to agree and disagree respectfully so that students can have productive discussions and work together throughout the year. Students will also revise each other's writing and utilize strategies taught throughout the unit to appropriately share feedback. Finally, students are using critical thinking skills during reading and rereading of informational text and are critically analyzing art, poetry, and literature.

Unit Title: Outer Space – Module 2

Unit Description: In Module 2 students discover that outer space also inspires both artists and scientists who wonder about space. Students extend their critical and close reading skills by exploring how authors organize complex ideas in informational texts. They will compare and contrast how different authors present information about the same topic and they will learn to distinguish their own points of view from that of the author. Students will learn to write opinion pieces, stating their opinion clearly and use reasons based in text to support their opinions. They will build on the speaking and listening skills from Module 1 to engage in more complex discussions. Students will now focus on clearly explaining their thinking as they work with their peers to make meaning of a variety of texts.

Unit Duration: 1 marking period; 36 Wit & Wisdom lessons approximately 75 – 90 minutes each and Literacy Lab 30 minutes daily

Desired Results

Standard(s):

Primary

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic

W.3.1. Write opinion pieces on topics or texts, supporting points of view with reasons

Reinforced

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.6. Distinguish their own point of view from that of the author of a text

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text to support specific points the author makes in a text.

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.8. Recall information from experiences or gather information from print and digital sources/take brief notes on sources and sort evidence into provided categories.

SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.4. Use sentence-level context as a clue to the meaning of a word or phrase

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

W.3.7. Conduct short research projects that build knowledge about a topic

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Indicators:

- Students will ask important questions and will use a wide range of strategies for articulating questions and will document questions and strategies in student response journals
- Students will ask and answer text-based questions by completed TDQ's, completing exit tickets, and

<p>recording written responses in student response journals</p> <ul style="list-style-type: none"> Students will apply understanding of vocabulary by keeping a daily vocabulary journal which will include activities to make connections among words, prompts to apply understanding of words, and to record definitions of words Students will use text evidence to write a multiple paragraph explanatory essay that explains how Galileo helped people learn about space Students will use text features in informational texts to locate and use information efficiently and will write a multiple paragraph opinion essay pertaining to the Apollo 11 mission using text evidence from a variety of texts – literary, informational, art Students will find information stated explicitly in the text Moon 101 to determine the main idea and identify cause and effect relationships Students will identify the cause-and-effect relationships in “Apollo 11” by answering multiple choice and opened ended questions in a New Read Students will practice productive discussions during Socratic Seminar by completing the speaking and listening checklists and Socratic Seminar Self-Assessment Students will explain cause and effect relationships, discuss point of view in relation to John F. Kennedy's and discuss which piece of art they'd like to include in an exhibit by presenting the information during 3 separate Socratic Seminars
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<p>Understandings:</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> People learn about space through technology, art, and literature Scientists adapt to the challenges of space The Moon and Stars can be learned through reading and discussion Apollo 11 was the first successful effort to put people on the moon 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do people learn about space? How did Galileo learn about space? How did the astronauts of Apollo 11 learn about space? How do artists and writer's help people learn about space?
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Assessment Evidence

<p>Performance Tasks:</p> <ul style="list-style-type: none"> Student Response Journals <ul style="list-style-type: none"> Response to questions and prompts, text reflection, classroom discussion Vocabulary Journals <ul style="list-style-type: none"> Vocabulary related work, activities to make connections among words, apply understanding of words, record definitions Knowledge Journal Activities <ul style="list-style-type: none"> Deeper reflections on knowledge of the world, ideas, skills, reflections Open ended inquiry Annotations During Reading CFU's (check for understanding) by using exit tickets, graphic organizers and written responses TDQ's (text dependent questions) written and collected Quick Writes FQT's (focusing question task) EOM Assessment New Read Assessment 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Literacy Lab Assignments Small group instruction notes and records Reading Log Coached IDR and ELA conferring questions: <ul style="list-style-type: none"> What does it seem like the main idea of this part of the person's life is? How is the information organized? What do you think the author is trying to say? What do you know about the author? Why do you think the author included what he/she did? IDR "Status of the Class" Spelling Workbook Deep Dives
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<p>Benchmarks:</p> <ul style="list-style-type: none"> Columbia Assessment for Independent Reading Level

- STAR Reading Assessment
- Pre/Post Writing Benchmark for Module 2

Learning Plan

Learning Activities throughout the unit:

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 students
- During read alouds, engagement strategies **MUST** be incorporated. These are not always explicitly stated in the teacher's manual. This might include Gist Statements, Stop and Jot, Notice and Wonder Charts, Turn and Talk, Annotating Texts, and other active reading strategies
- Regular and specific feedback for students regarding their writing

FQ1 – How did Galileo learn about space?

Lessons 1 – 12

- Identify questions about space related to the art and texts of module 2 by previewing materials in a Notice and Wonder module introductory lesson
- Select events from a timeline and orally recount events in the life of Galileo using sequence words
- Recognize cause and effect relationships among ideas by collaboratively writing an explanatory paragraph about Galileo's challenge to tradition
- Demonstrate mastery of reading skills specific to sequence of events, cause and effect relationships, and contexts clues by completing and New Read using an excerpt from the text *Starry Messenger* (Assessment 8A – New Read Assessment 1)
- Analyze the use of nonliteral language to support a main idea through a deeper exploration of figurative language and illustrations in *Starry Messenger*
- Write an explanatory essay demonstrating understanding of the relationship between a series of scientific ideas about space found in *Starry Messenger* (FQT 1 Assessment 11A)
- Examine the function of adjectives in a sentence, identify simple and compound sentences and use compound sentences and coordinating conjunctions to clearly explain writing

FQ 2 – How did the astronauts of Apollo 11 learn about space?

Lessons 13 - 26

- Independently recount three events of the Apollo 11 mission, using words pertaining to time and sequence to place them in the correct order
- Use text and illustrations to retell events from the Apollo 11 mission by creating a living timeline to show the sequence of events
- Explain the literal and nonliteral meaning of Neil Armstrong's words in "One Giant Leap"
- Demonstrate their ability to identify the main idea of an informational text, determine the meaning of words in context, identify author's point of view, and understand cause and effect by completing a New Read (Assessment 18A – New Read Assessment 2)
- Participate in a Socratic Seminar to explain how their point of view is similar or different from that of John F. Kennedy's using evidence from his speech "We Choose the Moon"
- Identify the advantages and disadvantages of space travel by comparing and contrasting how two different module texts describe the events of the Apollo 11 mission
- Write and revise an opinion essay that includes a clearly stated opinion, supporting reasons, evidence, elaboration, and a concluding statement (FQT 2 Assessment 25A)
- Use adverbs to clearly explain and add descriptive details to sentences and coordinating and subordinating conjunctions to execute compound and complex sentences during writing

FQ3 – How do artists and writers help people learn about space?

Lessons 27 - 35

- Identify important story elements, explain the effects of the characters' actions, and identify a central message in the book *Zathura*
- Identify the elements of myth and demonstrate reading skills in "Pegasus and Perseus" (Assessment 31A – New Read Assessment 3)
- Research a topic to answer questions and gain information

- Explain how two different artists represent space during a Socratic Seminar
- Write an opinion essay that includes a clearly stated opinion, supporting reasons, evidence, elaboration, and a concluding statement using the texts and art from Module 2 (FQT 3 Assessment 33A)
- Use a writing planner to gather and organize evidence to support an opinion essay about the most important thing people have done to learn about space (End of Module Task – Assessment 35A)
- Synthesize evidence from multiple texts and organizer from EOM Task to write an opinion essay about the most important thing people have done to learn about space (End of Module Essay)
- Review and practice grade-level vocabulary and demonstrate acquisition of academic and content vocabulary from Module Word List (Assessment 36A: End of Module Vocabulary Direct Assessment)

Literacy Lab: – daily throughout the unit

Small group/Guided reading

- Priority is always what the reader needs
- Teacher meets with groups based on common needs to support specific student goals
- Can reinforce standards and other standards from the Wit & Wisdom module
- Interventions may take place during this time

Coached IDR

- 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

Spelling Connections

- Based on student needs, a minimum of 6 of the 9 units will be completed. The review unit should be skipped. Unit typically takes 1 to 1 ½ weeks with a pre-test, learning activities, and a post test.
- Students *with IEP's may have an alternative program/approach*

**Literacy Lab Description: a component of our ELA block of instruction aimed to address individual student needs. 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.*

Resources:

Great Minds/Wit & Wisdom Module 2 – Outer Space

Great Minds/Wit & Wisdom Student Response Journals – Module 2

Picture Books:

- Moonshot by Brian Floca
- One Giant Leap by Robert Burleigh
- Starry Messenger by Peter Sis
- Zathura by Chris Van Allsburg

Supplementary Texts:

- Journalism
- Galileo's Starry Night
- Greek Myths
- Apollo 11: The Eagle Has Landed
- Mixed Media
- Starfield
- Multimedia
- One Small Step
- Stars

Sculptures:

- Space Object Box: “Little Bear, etc.”

Stories:

- Pegasus and Perseus
- Pegasus and Bellerophon
- Callisto and Her Son

Video:

- Artist Jule Niskanen on the Process of Making a Mezzotint
- CBS News Moon Landing Coverage with Walter Cronkite
- We Choose the Moon
- Moon 101
- Katherine Johnson: The Girl Who Loved to Count
- Public Service Broadcasting – Go!
- TateShots: Artist Rooms, Vija Celmins
- The Space Race

Literacy Lab:

- Classroom Library
- Leveled texts for guided reading or small group instruction

Unit Modifications for Special Population Students

Advanced Learners

- Encourage students to deepen their knowledge of the module content and themes by recommending books in Appendix D: Volume of Reading and having them complete the Volume of Reading Reflection Questions.

Focusing Question 1 (Lessons 1-12)

- Deepen students’ knowledge by incorporating different mediums throughout the lessons, such as:
- Playing music that evokes the peace and mystery created by the image Starfield. Ask students questions about the tempo of the music and what they notice (lesson 1)
- Show an image of Vincent van Gogh’s “Starry Night” and ask students about the relationship between the painting and the article they read (lesson 2)
- Ask students to make connections between new information and information that was previously learned, such as comparing Galileo to Jacques Cousteau.
- Invite students to think critically about how effects would be different if the causes were different, such as in lesson 5

Focusing Question 2 (Lessons 13-26)

- Challenge students to draw connections across the sequence of events. For example, have students explain the relationship between the events taken by the USSR and the events taken by the US after watching the video “The Space Race” in lesson 13.
- Encourage students to further investigate topics addressed in the module and report to the class, such as:
- Viewing the video Katherine Johnson: The Girl Who Loved to Count in lesson 16
- Watching the short film “Julie Niskanen on the Process of Making a Mezzotint” and sequencing how an artist makes a mezzotint (lesson 17)
- Viewing a tour of the International Space Station by Commander Suni Williams (lesson 18)
- Watching the video “Great Minds: Margaret Hamilton” to gain more information on the woman who wrote the code for the program that allowed

	<p>the astronauts to land safely on the moon (lesson 18)</p> <ul style="list-style-type: none"> • Listen to Neil Armstrong speaking his famous words (lesson 21) • Have students sort the examples of nonliteral language into categories of figurative language, such as similes, metaphors, personification, etc. <p>Focusing Question 3 and EOM Task (Lessons 27-36)</p> <ul style="list-style-type: none"> • Challenge students to use numerous types sources when completing their research
Struggling Learners	<p>Focusing Question 1 (Lessons 1-12)</p> <ul style="list-style-type: none"> • Provide students with background information that will put new information into context, such as locating Italy on a map and locating the 1600s on a timeline in lesson 2. • Pull small groups consisting of a few students who would benefit from the similar task of describing the relationship between a series of events (sequence, cause and effect, etc.), such as in lessons 2, 4, 5, 8, and 10. This can be done during small group/partner work time in the lesson. During this meeting, you may: • Provide students with the important events and dates for students to arrange sequentially to use while making their Galileo timeline in lesson 4 • Ask students additional questions, like “Why did....?” and “What happened after....?” to highlight the cause and effect relationship of a text, such as Starry Messenger in lesson 5. • Teach students additional strategies to help them sequence or determine cause and effect, such as “Time = Parts” (Serravallo 2015, 8.14, p. 235) and “Consider Structure” (Serravallo 2015, 8.19, p. 241) • Teach students additional strategies to help understand figurative and nonliteral language, such as completing a chart like “Picture It” (Serravallo 2015, 11.7, p. 306) • When determining the main idea of a portion of the text, such as in lesson 7, guide the students as they annotate the text for repeated words, synonyms, and ideas. <p>Focusing Question 2 (Lessons 13-26)</p> <ul style="list-style-type: none"> • Review the differences between facts and opinions and provide examples before beginning work on opinion writing. • Help students practice sequencing events by giving them sentence strips with three events from the text, such as Moonshot. Then, ask students to sequence the three events and add appropriate sequencing words to the beginning of the sentence. • Pull small groups consisting of a few students who would benefit from the similar task of distinguishing the differences in point of view between people in a text and/or between authors, such as in lessons 16 and 24. This can be done during small group/partner work time in the lesson. During this meeting, you may: • Guide students in making a chart that outlines the differences in the astronauts’ experience and the public’s experiences in Moonshot (lesson 16). Use the chart to highlight the differences in their point of views. • Teach students additional strategies to help them distinguish point of view, such as “Statistics and Stance” (Serravallo 2015, 9.20, p. 269) and “Determining Author’s Purpose, Point of View” (Serravallo 2015, 8. 20, p. 242) <p>Focusing Question 3 and EOM Task (Lessons 27-36)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the

	<p>similar task of identifying story elements of fiction texts and myths, such as in lessons 27, 29, 30, and 31. This can be done during small group/partner work time in the lesson. During this meeting, you may:</p> <ul style="list-style-type: none"> • Provide students with highlighters in different colors and advise them to highlight the text, using one color for characters, one color for important events, and one color for problem and solution (lesson 30) • Teach students additional strategies to support them in understanding the story elements (lesson 7), such as “Summarizing What’s Most Essential” (Serravallo 2015, 5.3, p. 136) and “Uh-oh... Phew” (Serravallo 2015, 5.4, p. 137) • Ask students to listen for specific words and phrases that indicate the characters’ feelings in the text to help determine how their relationship changed. You may also teach additional strategies that help students look for characters’ feelings, such as “How’s the Character Feeling?” (Serravallo 2015, 6.1, p. 166) • Check-in with students before they begin their EOM to review vocabulary, linking words, introductions, and conclusions. <p>Socratic Seminars (Lessons 10, 24, and 32)</p> <ul style="list-style-type: none"> • Before students participate in the Socratic Seminar, provide students some prompts to consider before the discussion starts, such as: “What technology did Galileo use and how?” and “What were the effects of Galileo’s work?” (lesson 10)
<p>English Language Learners</p>	<p>Focusing Question 1 (Lessons 1-12)</p> <ul style="list-style-type: none"> • Reread or record yourself reading <i>Starry Messenger</i> and Galileo’s <i>Starry Night</i> so students can listen to the text again while completing the different tasks • Bring in concrete objects that will help aid students’ comprehension of the text. For example, bring in a spyglass or telescope so students can experiment with an object that makes “faraway things appear close.” Show the effects of a chilled lens “fogging up.” (lesson 2) • Before beginning a new text, such as <i>Starry Messenger</i> in lesson 3, provide students with a student-friendly glossary of the vocabulary terms to help them navigate the text. • Provide students with sentence frames that will help them sequence events, for example, “First, _____. After that, _____. Finally, _____.” (lesson 4) • Provide students with sentence frames that will help them show cause and effect relationships, such as: “If _____, then _____.”, “Since _____, _____.”, or “_____, so _____.” • Teach students additional strategies to help understand figurative and nonliteral language, such as completing a chart like “Word Relationships in a Phrase” (Serravallo 2015, 11.17, p. 316) <p>Focusing Question 2 (Lessons 13-26)</p> <ul style="list-style-type: none"> • Reread or record yourself reading <i>Moonshot</i> and <i>One Giant Leap</i> so students can listen to the text again while completing the different tasks • Refer students to their Sequence Words anchor chart to support their work with sequencing the text <i>Moonshot</i>. • Provide the students with sentence frames in order to construct an introductory or conclusion paragraph to an opinion piece (lesson 15, 23) or to state evidence for their opinion, such as “One reason I believe _____ is _____.” (lesson 20)

	<p>Focusing Question 3 and EOM Task (Lessons 27-36)</p> <ul style="list-style-type: none"> • Define conflict and resolution for students before beginning the Story Map in lesson 27 • Provide sentence frames to students while planning out their opinion writing piece, such as “In my opinion, the library should include _____, by _____, in its exhibit about space.” and “The first reason the library should include this text/image is _____.” (lesson 33) • Before beginning EOM, quickly review the “New Words” section of the vocabulary Journals and chart some important domain-specific words and phrases • Before the Direct Vocabulary Assessment (lesson 36), play a vocabulary game, such as Pictionary, to review vocabulary words that were previously taught. <p>Socratic Seminars (Lessons 10, 24, and 32)</p> <ul style="list-style-type: none"> • When students are participating in a Socratic Seminar, provide students with: <ul style="list-style-type: none"> – Agree and disagree cards for nonverbal participation in the discussion • “Pause points” throughout the discussion so students can stop and formulate their opinions <ul style="list-style-type: none"> – Sentence frames, such as “In the text or painting, I notice...” <p>Vocabulary Notebooks</p> <ul style="list-style-type: none"> • With the use of vocabulary notebooks, provide visuals (possibly from the text itself) to include in vocabulary notebook to support identification and connection of vocabulary. • Create an additional column in vocabulary notebooks for students to use additional strategies, such as “Help from Cognates” (Serravallo 2015, 11.18, p. 317), to determine the meaning of unknown words
<p>Special Needs Learners</p>	<p><i>*Follow all dictations of 504 plans and IEPs</i></p> <p>Focusing Question 1 (Lessons 1-12)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of describing the relationship between a series of events (sequence, cause and effect, etc.), such as in lessons 2, 4, 5, 8, and 10. This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may: • Make connections between the text structure of sequence that students worked with in <i>The Fantastic Undersea Life of Jacques Cousteau</i> in module 1 to “Galileo’s Starry Night” in lesson 2 • Support students as they list events on sticky notes and use the text to help them arrange the events in the correct order. • Teach students additional strategies to help them sequence or determine cause and effect, such as “Time = Parts” (Serravallo 2015, 8.14, p. 235) and “Consider Structure” (Serravallo 2015, 8.19, p. 241) • Use a Parallel Co-Teaching Model when engaging with a new text, such as <i>Starry Messenger</i> to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. • Teach students additional strategies to help understand figurative and nonliteral language, such as completing a chart like “Picture It” (Serravallo 2015, 11.7, p. 306) <p>Focusing Question 2 (Lessons 13-26)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of distinguishing the differences in point of view between authors, such as in lessons 16 and 24. This can be done during small group/partner

	<p>work time in the lesson or in an alternative teaching setting. During this meeting, you may:</p> <ul style="list-style-type: none"> • Provide support as students reread the text to identify facts, details, and word choices that serve as clues to an author's point of view • Teach students additional strategies to help them distinguish point of view, such as "Statistics and Stance" (Serravallo 2015, 9.20, p. 269) and "Determining Author's Purpose, Point of View" (Serravallo 2015, 8. 20, p. 242) • Use a Parallel Co-Teaching Model when engaging with a new text, such as Moonshot to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. • Encourage students to look for each component of I-OREE-CO in their opinion writing and to revise if they discover a missing component. <p>Focusing Question 3 and EOM Task (Lessons 27-36)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of identifying story elements of fiction texts and myths, such as in lessons 27, 29, 30, and 31. This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may: • Teach students additional strategies to support them in understanding the story elements (lesson 7), such as "Summarizing What's Most Essential" (Serravallo 2015, 5.3, p. 136) and "Uh-oh... Phew" (Serravallo 2015, 5.4, p. 137) • Use a Parallel Co-Teaching Model when engaging with a new text, such as Zathura to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. • Ask students to listen for specific words and phrases that indicate the characters' feelings in the text to help determine how their relationship changed. You may also teach additional strategies that help students look for characters' feelings, such as "How's the Character Feeling?" (Serravallo 2015, 6.1, p. 166) <p>Socratic Seminars (Lessons 10, 24, and 32)</p> <ul style="list-style-type: none"> • -Consider pairing students with an advanced learner during the turn and talk before the discussion starts and allow them to take notes about the topics they will discuss • -Allow students more opportunity to participate in Socratic Seminar by splitting the class in two heterogeneous groups and using a Parallel Co-Teaching Model.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Elementary Information Literacy and Library Media Studies

NJSLS: RI; W; Identify the function and the parts of a book

NJSLS: RI; SL; W 1. Organize and identify resources 2. Prepare and communicate through written, oral and visual products

NJSLS: RL; RI; SL 1. Listen and respond to different types of literature in different media formats 2. Recall, summarize, paraphrase, and extend what is listened to and viewed

- *Module 2 uses both informational and literary texts, websites, and myths. Students respond to resources in their reader response journals.*

National Core Arts Anchor Standards

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

- *Students explore sculpture and two artistic videos in Module 2 and pay close attention to how space is represented*

Integration of 21st Century Skills

Indicators:

9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.

9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.

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

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking

9.1.8.B.1 Use multiple points of view to create alternative solutions.

9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)

9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.

9.1.8.D.1 Employ appropriate conflict resolution strategies.

9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

The Great Minds program utilizes small group discussions and/or formal Socratic Seminars in each lesson. The unit begins with introducing rules for working in the classroom during whole group, small group, partner and independent learning times. It then moves into teaching how to agree and disagree respectfully so that students can have productive discussions and work together throughout the year. Students will also revise each other's writing and utilize strategies taught throughout the unit to appropriately share feedback. Finally, students are using critical thinking skills during reading and rereading of informational text and are critically analyzing art, poetry, and literature.

Unit Title: A New Home – Module 3

Unit Description: In Module 3, students learn about how immigrants face challenges of making a home in a new country. Students read fictional and informational texts that describe the experiences of immigrants as they make their way to a new country. They continue to read closely, noticing how authors develop by describing their thoughts, feelings, words, and actions. Students learn to think about how their understanding of events and characters may differ from the understanding of the narrator or characters. They will compare and contrast two stories by the same author by writing a compare and contrast essay. They will use their knowledge of immigration and narrative techniques to create original narratives which will organize a series of events in sequential order and provide a sense of closure. Finally, students will focus on how to prepare for a discussion and how to use questions effectively during discussions. They will notice how close analysis of a text prepares them for more rigorous discussions.

Unit Duration: One marking period: 35 Wit & Wisdom lessons approximately 75 – 90 minutes each and Literacy Lab 30 minutes daily

Desired Results

Standard(s):

Primary

- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters
- RL.3.9. Compare, contrast and reflect on the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author or similar characters
- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences
- SL.3.1. Write opinion pieces on topics or texts, supporting points of view with reasons

Reinforced

- RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through details in the text
- RL.3.3. Describe the characters in a story and explain how their actions contribute to the plot
- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect
- RI.3.5. Use text features and search tools to locate information relevant to a given topic efficiently
- RI.3.7. Use information gained from text features and the words in a text to demonstrate understanding of the text
- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- W.3.8. Recall information from experiences or gather information from print and digital sources/take brief notes on sources and sort evidence into provided categories.
- W.3.10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposed, and audiences
- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2. Demonstrate the command of the conventions of standard English capitalization, punctuation, and

spelling when writing.

L.3.4. Use sentence-level context as a clue to the meaning of a word or phrase

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Indicators:

- Students will ask important questions and will use a wide range of strategies for articulating questions and will document questions and strategies in student response journals
- Students will ask and answer text-based questions by completed TDQ's, completing exit tickets, and recording written responses in student response journals
- Students will apply understanding of vocabulary by keeping a daily vocabulary journal which will include activities to make connections among words, prompts to apply understanding of words, and to record definitions of words
- Students will organize information and use text evidence to write a multiple-paragraph explanatory essay that compares and contrasts two stories by Allen Say
- Students will use text evidence to create a narrative in which they write a letter from an immigrant seeing the Statue of Liberty for the first time
- Students will use text evidence and sequence events as they write a short narrative that describes the moment when Patricia's mother first tells her about the importance of the keeping quilt
- Students will analyze how characters contribute to sequence by answering questions in the narrative "Two Places Called Home"
- Students will consider the role of plot, character, setting and central message by answering questions about two texts from the book Family Pictures
- Students will compare their own point of view to that of a character, discuss who should determine the meaning of a piece of art, and discuss the role of change and constancy through the generations depicted in The Keeping Quilt during three separate Socratic Seminars
- Students will write using narrative technique, descriptive details, and clear event sequence by writing a short narrative that describes a moment from one of the module texts

Understandings:

Students will understand that...

- There is a rich history of immigration to the United States
- Immigrants face challenges in their new country
- Immigrants bring a diversity of traditions
- Useful information about the Statue of Liberty and its history
- Artists use scale and perspective

Essential Questions:

- How do stories help us understand immigrants' experiences?
- What challenges do immigrants face in a new country?
- Why do people immigrate to America?
- How do immigrants respond to challenges in a new country?

Assessment Evidence

Performance Tasks:

- Student Response Journals
 - Response to questions and prompts, text reflection, classroom discussion
- Vocabulary Journal
 - Vocabulary related work, activities to make connections among words, apply understanding of words, record definitions
- Knowledge Journal Activities
 - Deeper reflections on knowledge of the world, ideas, skills, reflections
 - Open ended inquiry
- Annotations During Reading

Other Evidence:

- Literacy Lab Assignments
- Small group instruction notes and records
- Reading Log
- Coached IDR and ELA conferring questions:
- Is the character feeling the same thing here or something new?
- Compare each character at the beginning. When they come to a problem, how do they respond?
 - What is one important detail from your reading? Explain how this connects to the main idea?
 - What seems important here?

<ul style="list-style-type: none"> • CFU's (check for understanding) by using exit tickets, graphic organizers and written responses • TDQ's (text dependent questions) written and collected • Quick Writes • FQT's (focusing question task) • EOM Assessment • New Read Assessment 	<ul style="list-style-type: none"> – You're telling me what the character did, now tell me why. – How is the character acting? Why do they act that way? – What other books does this remind you of and why? • IDR "Status of the Class" • Spelling Workbook • Deep Dives
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Benchmarks:

Columbia Assessment for Independent Reading Level

STAR Reading *Assessment*

Pre/Post Writing Benchmark for Module 3

Learning Plan

Learning Activities throughout the unit:

FQ1 – What challenges do immigrants face in a new country?

Lessons 1 – 15

- Identify the characters, setting, plot and central message in Grandfather's Journey by completing a graphic organizer and recording key details
- Explain how Grandfather's actions, thoughts, and feelings affect the events in Grandfather's Journey
- Identify the central message in Tea with Milk and will write a paragraph to recount the ideas in the story
- Explain how Masako's actions, thoughts, feelings, and words affect the events in Tea with Milk
- Independently write a multi-paragraph explanatory essay that compares and contrasts Grandfather's Journey and Tea with Milk (FQT – 1 Assessment 12A)
- Demonstrate their ability to understand characters in the short story "Two Places to Call Home" (**Assessment 15A – New Read Assessment 1**)
- Analyze a character in a piece of fiction through a deeper exploration of "Two Places to Call Home"

FQ 2 – Why do people immigrate to America?

Lessons 16 – 24

- Create a timeline that shows key moments in the history of immigration to America by using information from the narrative text Coming to America
- Determine the essential meaning of the text Coming to America and write a three to five sentence paragraph to explain the essential meaning
- Determine the central message in two photographs capturing different aspects of immigration by analyzing the photographers' use of line and space
- Write a narrative that explains a character's reason for immigrating to America and will describe the first moment the character saw the Statue of Liberty (**FQT – 2 Assessment 23A**)

FQ3 – How do immigrants respond to challenges in a new country?

Lessons 25 – 33

- Use text evidence to ask and answer questions about The Keeping Quilt
- Sequence the multiple generations in The Keeping Quilt and identify how the quilt was used in each generation by using sticky notes and completing a graphic organizer
- Recognize similarities and differences between characters from different generations of one family by exploring what details reveal about characters in The Keeping Quilt
- Identify the central message of The Keeping Quilt and write a two to three sentence explanation of that message using text evidence
- Analyze the similarities and differences between the two texts "Picking Nopal Cactus" and "Oranges" (**Assessment 31A – New Read Assessment 2**)
- Write a short narrative about a specific moment in *The Keeping Quilt* which organizes events, uses dialogue and description, and provides closure (**FQT – 3 Assessment 33A**)

- Plan and write a response to the narrative prompt “How does The Keeping Quilt build my knowledge” and edit and revise the writing based on feedback from a peer reviewer

FQ4 – How do stories help us understand immigrants experiences?

Lessons 34 & 35

- Plan and present a dramatic tableaux describing a particular moment related to one of the module texts
- Describe a specific moment from the point of view of the main character in one of the module texts that is based on learned knowledge about immigration, traditions, and setting in a new home and includes dialogue and descriptions of the character's thoughts, feelings, and actions (***End of Module Task – Assessment 34A***)
- Demonstrate understanding of vocabulary from the Module 1 Word List (***End of Module Vocab Assessment – Assessment 32***)

Literacy Lab – daily throughout the unit

- Participate in guided reading instruction using instructional level texts to support a specific reading goal or strategy
- Work in small groups to reinforce ELA standards RL 3.1, RL 3.6, RL 3.9
- Complete assigned Spelling Connection assignments and activities
- Practice critical reading using leveled close reads to reinforce ELA standards RI 3.1, 3.2, 3.5, 3.7
- Read self selected texts independently and utilize Coached IDR method and/or conferencing

Resources:

Great Minds / Wit & Wisdom Module 3 – A New Home

Great Minds / Wit & Wisdom Student Response Journals – Module 3

Picture Books

- *Coming to America: The Story of Immigration*
- *Grandfather's Journey*
- *Tea with Milk*
- *Family Pictures*
- *The Keeping Quilt*

Photography

- *The Steerage*
- *Untitled photograph of evacuees seeing the Statue of Liberty*

Architecture

- *Liberty Enlightening the World*
- *Gateway Arch*
- *“Visiting the Washington Monument”*

Journalism

- *“Kimono Show Introduces Occasions and Styles of Japanese Traditional Clothing”*

Historical Accounts

- *Morris Remembers the Steamship*
- *William Remembers the Storm*
- *Oral History Library*

Multimedia

- *Japanese Immigrant's Trunk*
- *Immigration: Who and Why?*
- *Statue of Liberty Tablet*
- *The Statue's Shackles and Feet*
- *The Torch of the Statue of Liberty*
- *Visitors in the Statue of Liberty's Crown*

Stories

- *Two Places to Call Home*

Video

- *The New Colossus*

- *Ann K Nakamura: Image of Americans*
 - *Statue of Liberty eTour*
- Literacy Lab
- *Classroom Library*
 - *Leveled texts for guided reading or small group instruction*

Unit Modifications for Special Population Students

Advanced Learners

- Encourage students to deepen their knowledge of the module content and themes by recommending books in Appendix D: Volume of Reading and distributing the Volume of Reading Reflection Questions.

Focusing Question 1 (Lessons 1-15)

- Encourage students to look at the geography of the story. For example,
- Grandfather's Journey refers to the New World, North America, California, the Sierra Mountains, and San Francisco Bay. Students can research these places and note the relationships between them in lesson 2.
- Tea with Milk mentions San Francisco, Osaka, Shanghai, and Yokohama. Students can research these places in lesson 7.
- Challenge students to fill in linking words in a paragraph that compares and contrasts characters in the story.
- Ask students about the relationship between the narrator of Tea with Milk and the narrator of Grandfather's Journey. Students can create a family tree of the characters.

Focusing Question 2 (Lessons 16-24)

- Encourage students to research the history behind the construction of the Statue of Liberty and report to the class.
- When describing how immigrants may have felt, such as in lesson 19, invite students to use a dictionary or thesaurus to find synonyms for the emotions they identify. Then, students can group similar emotions together.
- Challenge students to think more deeply about perspective by completing a chart describing what would be visible and would not be visible about the Statue of Liberty from different locations.

Focusing Question 3 and 4: EOM Task (Lessons 25-35)

- Challenge students to create a "Word Museum" with illustrations of different loan words they know that are not part of the English language.
- Encourage students to provide synonyms and examples of vocabulary words on the Vocabulary Study Guide in lesson 32.

Struggling Learners

Focusing Question 1 (Lessons 1-15)

- Pull small groups consisting of a few students who would benefit from the similar task of analyzing characters and/or comparing and contrasting characters such as lessons 3, 9, and 12. This can be done during small group/partner work time in the lesson. During this meeting, you may:
- Help students choose evidence from the text that contributes to a deeper understanding of a character. Ask "What do you notice about the character's thoughts, actions, or feelings? What events happen because of their thoughts, actions, or feelings?"
- Teach students additional strategies to analyze characters, such as "Feelings Change" (Serravallo 2015, 6.4, p. 169) and "Character Comparisons" (Serravallo 2015, 6.11, p. 176)
- Provide access to a website that narrates Grandfather's Journey or record

	<p>yourself reading Grandfather's Journey aloud so that students are able to listen to the story while completing the different tasks</p> <ul style="list-style-type: none"> • Examine effective hooks from texts in the classroom library in small groups. Allow students to discuss what made it a good introduction. • Allow students to practice using linking words by comparing and contrasting illustrations throughout the module. <p>Focusing Question 2 ((Lessons 16-24)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of determining the central message and/or essential meaning, such as lessons 20 and 22. This can be done during small group/partner work time in the lesson. During this meeting, you may: • Clarify the difference between key ideas and interesting ideas when writing about the essential meaning. You may do this by teaching the strategy "Important Versus Interesting" (Serravallo 2015, 9.13, p. 262) • Confer with students to formulate a broader statement about the text or the statue based on factual information and details they have already cited. • When creating a timeline, provide students with a prewritten list of the events from Coming to America that the students can sequence in the correct order (lesson 17) • Provide students with a letter template to complete the Focusing Question Task 2 in lesson 24. <p>Focusing Question 3 and 4: EOM Task (Lessons 25-35)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of analyzing the similarities and differences between characters and/or texts, such as in lessons 27 and 31. This can be done during small group/partner work time in the lesson. During this meeting, you may: • Prompt students to create a two-column chart or a Venn diagram to jot down what the notice about how two texts handle settings, events, and central messages. Students can highlight similarities in one color and differences in another. • Teach students additional strategies to compare two texts, such as "Book-to-Book Connections" (Serravallo 2015, 7.11, p. 204) • Scaffold students' sequencing by asking "What happened first? After that? Last?" and rearrange the sticky notes to logical order. (lesson 26) • Consider writing dialogue collaboratively for the first time (lesson 28) in small groups or whole group. Post the dialogue for students to reference throughout the module. • Check-in with students before they begin their EOM to review vocabulary, linking words, topic sentences, facts, definitions, and details. <p>Socratic Seminars (Lessons 10, 22, 30)</p> <ul style="list-style-type: none"> • Before students participate in the Socratic Seminar, provide students with prompts to consider before the discussion starts, such as: "What were Masako's feelings about living in Japan at the beginning of the story and the end of the story?" and "What cause Masako's feelings to change?"
English Language Learners	<p>Focusing Question 1 (Lessons 1-15)</p> <ul style="list-style-type: none"> • Provide access to a website that narrates Grandfather's Journey or record yourself reading Grandfather's Journey aloud so that students are able to listen to the story while completing the different tasks • Create a student-friendly glossary for the students as they read or reread a text independently.

	<ul style="list-style-type: none"> • When working with a story map, add visual cues to the different elements (such as a stick figure for characters) and simplify the language (such as “the problem” instead of “conflict”) • Provide students with sentence frames to help compare and contrast clearly. For example, “Their points of view are similar because _____. ” and “Grandfather _____, Masako _____.” • Allow students to practice using linking words by comparing and contrasting illustrations throughout the module. <p>Focusing Question 2 (Lessons 16-24)</p> <ul style="list-style-type: none"> • Reread or record yourself reading <i>Coming to America</i> so students can listen to the text again while completing the different tasks • Add a word box of content-specific vocabulary that students can use in their FQT2 in lesson 24. • Provide a student-friendly glossary of important vocabulary words before reading <i>Coming to America</i>. <p>Focusing Question 3 and 4: EOM Task (Lessons 25-35)</p> <ul style="list-style-type: none"> • Provide access to a website that narrates <i>The Keeping Quilt</i> or record yourself reading <i>The Keeping Quilt</i> aloud so that students are able to listen to the story while completing the different tasks • Provide a student-friendly glossary of important vocabulary words before reading <i>The Keeping Quilt</i> • Post important sentence frames before students are asked to share responses, such as “_____ used the keeping quilt when _____.” in lesson 27 • Before the Direct Vocabulary Assessment (lesson 34), play a vocabulary game, such as Pictionary, to review vocabulary words that were previously taught. • Before beginning EOM, quickly review the “New Words” section of the vocabulary Journals and chart some important domain-specific words and phrases <p>Socratic Seminars (Lessons 10, 22, 30)</p> <ul style="list-style-type: none"> • When students are participating in a Socratic Seminar, provide students with: <ul style="list-style-type: none"> – Agree and disagree cards for nonverbal participation in the discussion – “Pause points” throughout the discussion so students can stop and formulate their opinions – Sentence frames, such as “In the text or painting, I notice...” <p>Vocabulary Notebooks</p> <ul style="list-style-type: none"> • With the use of vocabulary notebooks, provide visuals (possibly from the text itself) to include in vocabulary notebook to support identification and connection of vocabulary. • Display artwork in the classroom that is labeled with academic vocabulary that will help students discuss art, such as object, lines, color, etc. • Create an additional column in vocabulary notebooks for students to use additional strategies, such as “Help from Cognates” (Serravallo 2015, 11.18, p. 317), to determine the meaning of unknown words
Special Needs Learners	<p><i>*Follow all dictations of 504 plans and IEPs</i></p> <p>Focusing Question 1 (Lessons 1-15)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the

similar task of analyzing characters and/or comparing and contrasting characters such as lessons 3, 9, and 12. . This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may:

- Help students choose evidence from the text that contributes to a deeper understanding of a character. Ask “What do you notice about the character’s thoughts, actions, or feelings? What does this evidence suggest about the character?”
- Teach students additional strategies to analyze characters, such as “Empathize to Understand” (Serravallo 2015, 6.12, p. 177) and “Character Comparisons” (Serravallo 2015, 6.11, p. 176)
- Use a Parallel Co-Teaching Model when engaging with a new text, such as Milk with Tea, to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences.
- Prompt students to evaluate their own introduction paragraphs by asking questions such as “What about the introduction paragraph makes you want to read more?”

Focusing Question 2 (Lessons 16-24)

- Pull small groups consisting of a few students who would benefit from the similar task of determining the central message and/or essential meaning, such as lessons 20 and 22. This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may:
- Prompt students to look at the faces of the people in the illustrations to determine similarities and differences of how people felt coming to America in lesson 19.
- Teach students additional strategies to determine the essential meaning of a nonfiction text, such as “Event Connections” (Serravallo 2015, 9.19, p. 268)
- Use a Parallel Co-Teaching Model when engaging with a new text, such as Coming to America, to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences.
- Show students additional mentor texts from the classroom library to provide an example of a narrative introduction.

Focusing Question 3 and 4: EOM Task (Lessons 25-35)

- Pull small groups consisting of a few students who would benefit from the similar task of analyzing the similarities and differences between characters and/or texts, such as in lessons 27 and 31. This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may:
- Prompt students to create a two-column chart or a Venn diagram to jot down what the notice about how two texts handle settings, events, and central messages. Students can highlight similarities in one color and differences in another.
- Teach students additional strategies to compare two texts, such as “Book-to-Book Connections” (Serravallo 2015, 7.11, p. 204)
- Check-in with students before they begin their EOM to review vocabulary, linking words, topic sentences, facts, definitions, and details.

Socratic Seminars (Lessons 10, 22, 30)

- Consider pairing students with an advanced learner during the turn and talk before the discussion starts and allow them to take notes about the topics they will discuss

	<ul style="list-style-type: none"> • Allow students more opportunity to participate in Socratic Seminar by splitting the class in two heterogeneous groups and using a Parallel Co-Teaching Model.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Social Studies

Specific SS Standards:

SOC.6.1.4.A.13 - Describe the process by which immigrants become United States citizens.

SOC.6.1.4.A.14 - Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

SOC.6.1.4.A.15 - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

SOC.6.1.4.A.CS9 - The world is comprised of nations that are similar to and different from the United States.

general SS Standards:

SOC.K-4.1.1.1 - Place key historical events and people in historical eras using timelines.

SOC.K-4.1.1.2 - Explain how the present is connected to the past.

SOC.K-4.1.4.1 - Use evidence to support an idea in a digital, oral and/ written format

SOC.K-4.1.4.2 - Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

- *In this module, students will learn the history of immigration through the lens of stories. Students first consider the difficult choices surrounding immigration in two stories. They then gain a broad perspective of American immigration patterns by reading Coming to America. They listen to firsthand accounts of immigration and study the meaning of the Statue of Liberty. Finally, students are exposed to the life experiences of families from very different parts of the world who chose to make the United States their home.*

Elementary Information Literacy and Library Media Studies

NJSLS: RI; W; Identify the function and the parts of a book

NJSLS: RI; SL; W 1. Organize and identify resources 2. Prepare and communicate through written, oral and visual products

NJSLS: RL; RI; SL 1.Listen and respond to different types of literature in different media formats 2. Recall, summarize, paraphrase, and extend what is listened to and viewed

- *Module 3 uses both informational and literary texts, websites, poetry, and fables. Students respond to resources in their reader response journals.*

National Core Arts Standards

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

- *In module 3 students examine how pictures in a book can help understand a character's feelings. They view two photos capturing two different aspects of immigration and analyze the photographers' use of line and space. Students view and study 3 different pieces of architecture and learn and synthesize the history behind each piece. They look closely at the tablet, shackles, and torch of the Statue of Liberty. Finally, students notice, wonder, and make connections to a Japanese Immigrant's Trunk from the Smithsonian Museum.*

Integration of 21st Century Skills

Indicators:

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem.
- 9.1.4.A.5 Apply critical thinking and problem solving skills in classroom and family setting
- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem solving skills
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning
- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking
- 9.1.8.B.1 Use multiple points of view to create alternative solutions.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.8.D.1 Employ appropriate conflict resolution strategies.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

The Great Minds program utilizes small group discussions and/or formal Socratic Seminars in each lesson. The unit begins with introducing rules for working in the classroom during whole group, small group, partner and independent learning times. It then moves into teaching how to agree and disagree respectfully so that students can have productive discussions and work together throughout the year. Students will also revise each other's writing and utilize strategies taught throughout the unit to appropriately share feedback. Finally, students are using critical thinking skills during reading and rereading of informational text and are critically analyzing art, poetry, and literature.

Unit Title: Artists Make Art - Module 4

Unit Description: In module 4, students will learn about artists and the work they create in different media, including dance, poetry, painting, and music. Students read a fictional story about a young artist and four richly illustrated informational texts about the lives of four different artists. They will read and analyze numerous poems by William Carlos Williams, study and discuss some of Jackson Pollock's best-known "action" paintings; and they will listen to and reflect on Marian Anderson's remarkable voice. Students will use the core texts, the back matter of texts, and additional preselected resources to research the lives of great artists. They create short oral presentations and use technology to interact and collaborate with their peers and publish their work. Finally, they will work in groups to synthesize what they have learned about an artist and his or her work and explain the significance of the artist's contributions.

Unit Duration: One marking period; 34 Wit & Wisdom lessons approximately 75–90 minutes each and Literacy Lab 30 minutes daily

Desired Results

Standard(s):

Primary

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Reinforced

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen

SL.3.1. Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clarity

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

W.3.7. Conduct short research projects that build knowledge about a topic

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies

L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings

L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Indicators:

- Students will ask important questions and will use a wide range of strategies for articulating questions and will document questions and strategies in student response journals
- Students will ask and answer text-based questions by completed TDQ's, completing exit tickets, and recording written responses in student response journals
- Students will apply understanding of vocabulary by keeping a daily vocabulary journal which will include activities to make connections among words, prompts to apply understanding of words, and to record definitions of words
- Students will write a four paragraph essay about what inspired Alvin Ailey which will include a thesis statement, supporting paragraphs using research, and a conclusion
- Students will build content knowledge about the life and work of an important American poet by creating an audio recording of a poem and will write a well-constructed paragraph about how William Carlos Williams created poetry
- Students will use information from core texts, back matter, and additional informational texts to identify character traits that explain how the art and work of the artist shows these traits
- Students will analyze the unique features of an artists work and will answer questions about nonliteral language in "Willow Poem"
- Students will build their background knowledge of Jackson Pollock and his art by reading an art historian's article and will craft a short response to the article
- After researching the life and work of various artists in this module and will write a multi paragraph essay about one of the artists which must include a topic sentence, a developed explanation with details from multiple texts
- Students will practice productive discussions during Socratic Seminar by completing the speaking and listening checklists and Socratic Seminar Self-Assessment
- Students will use evidence from nonfiction texts to answer questions and will present the information during Socratic Seminars

Understandings:

Students will understand that...

- Art encompasses the visual arts, dance, music, and poetry
- Artists use their imagination in different formats
- Artists teach us to see the world in different ways
- The challenges that artists face can serve as an inspiration to us
- Learning about artists and their work helps us gain insight into our society and culture
- Marian Anderson, Alvin Ailey, Jackson Pollock, William Carlos Williams, and Charles Demuth were groundbreaking artists who changed the way we see the world
- Choreography is the art of dance
- Spirituals are an important genre of music
- Artists use talent, creativity, imagination, and determination to succeed

Essential Questions:

- What is an artist?
- What inspires artists?
- How do artists make art?
- What are some character traits of artists?

Assessment Evidence**Performance Tasks:**

- Student Response Journals
 - Response to questions and prompts, text reflection, classroom discussion
- Vocabulary Journal
 - Vocabulary related work, activities to make connections among words, apply

Other Evidence:

- Small group instruction notes and records
- Reading Log
- Literacy Lab Assignments
- Coached IDR and ELA conferring questions:
 - How does this character affect that character?
 - Do you think that information is a main idea or a

<p>understanding of words, record definitions</p> <ul style="list-style-type: none"> • Knowledge Journal Activities <ul style="list-style-type: none"> – Deeper reflections on knowledge of the world, ideas, skills, reflections – Open ended inquiry • Annotations During Reading • CFU's (check for understanding) by using exit tickets, graphic organizers and written responses • TDQ's (text dependent questions) written and collected • Quick Writes • FQT's (Focusing Question Task) • EOM Assessments • New Read Assessments 	<p>detail?</p> <ul style="list-style-type: none"> – (Figurative Language) What does each word mean separately and what do they mean together? – What word are you trying to figure out? What resources could you use to find out? (unknown words) <ul style="list-style-type: none"> • IDR "Status of the Class" • Spelling Workbook • Deep Dives
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Benchmarks:

- Columbia Assessment for Independent Reading Level
- STAR Reading Assessment
- Pre/Post Writing Benchmark for Module 4

Learning Plan

Learning Activities throughout the unit:

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

FQ1 – What Inspires Artists?

Lessons 1 – 9

- Read, ask and answer questions, and use text illustrations, in the book Emma's Rug to complete a story map to organize the basic story elements in the text
- Identify a source of inspiration for Emma and provide evidence based on text and illustrations
- Use text and illustrations to identify the central message in Emma's Rug and will discuss which of two illustrations better supports the central message
- Research the life and work of Alvin Ailey and write a four paragraph essay about what inspires him using text evidence, video, and interviews (**FQT 1 – Assessment 6A**)

FQ2 – How do Artists Make Art?

Lessons 10 – 19

- Notice and wonder about a text and categorize observations and questions in Response Journals based on A River of Words and identify characteristics of William Carlos Williams poetry and generate questions about his work
- Choose words and phrases for effect in explanatory writing to write a paragraph that explains how the illustrations in A River of Words uses art to support text
- Write a well constructed paragraph that explains how William Carlos Williams creates poetry and choose a specific poem to explain his style as a poet (FQT 2 – Assessment 16A)
- SW use what they have learned about the poetry of William Carlos Williams to analyze a new poem "Willow Poem" in a New Read (Assessment 17A New Read Assessment 1)
- Demonstrate acquisition of academic and content vocabulary from module word list (**Mid Module Direct Vocabulary Assessment**)

FQ3 – What are some character traits of artists?

Lessons 20 – 30

- Answer a question about text structure in *Action Jackson* and record two pieces of evidence to support their response
- Determine what Jackson Pollock's own words within the text reveal about him and will summarize research about Jackson Pollock and record it on a graphic organizer
- Students determine the essential meaning of a short article about a piece of Jackson's art (**Assessment 24A New Read Assessment 2**)
- List two ways the organization of *When Marian Sang* contributes to the meaning of the text and summarize research about Marian Anderson and record it on a graphic organizer
- Research Jackson Pollock and Marian Anderson and identify two character traits that helped one of them be successful and gather information about how the life and the work of the artist shows these character traits (**FQT 3 – Assessment 28A**)
- Students will research one of the artists they learned about and will write a four paragraph essay explaining the importance of the artists life and work using at least 2 sources of information (**EOM Task Assessment 31A**)
- Demonstrate understanding of vocabulary from the Module 1 Word List (**End of Module Vocab Assessment**)

Literacy Lab – daily throughout the unit

Small group/Guided reading

- Priority is always what the reader needs
- Teacher meets with groups based on common needs to support specific student goals
- Can reinforce standards and other standards from the Wit & Wisdom module
- Interventions may take place during this time

Coached IDR

- 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

Spelling Connections

- Based on student needs, a minimum of 6 of the 9 units will be completed. The review unit should be skipped. Unit typically takes 1 to 1 ½ weeks with a pre-test, learning activities, and a post test. *Students with IEP's may have an alternative program/approach.*

***Literacy Lab Description:** *a component of our ELA block of instruction aimed to address individual student needs. 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.*

Resources:

- Picture Books
 - *Alvin Ailey*, Andrea Davis Pinkney
 - *A River of Words*, Jen Bryant
 - *Action Jackson*, Jan Greenberg
 - *When Marian Sang*, Pam Munoz Ryan
 - *Emma's Rug*, Allen Say
- Painting
 - *I Saw the Figure 5 in Gold*, Charles Demuth
 - *My Egypt*, Charles Demuth

- *Number 1, 1950*, Jackson Pollock
- *Number 11, 1952*, Jackson Pollock
- *Mural*, Jackson Pollock
- Poem
 - "*Willow Poem*", WCW
- Articles
 - "Working as a Team on Children's Books," Roberta Hershenson
 - "Brian Pinkney," National Center for Children's Literature
 - "A Signature Work," Muse Magazine
 - Excerpt of Scholastic transcript of interview with Andrea Davis Pinkney
- Photography
 - M45: The Pleiades Star Cluster, Antonio Fernandez-Sanchez
 - Photograph of Marian Anderson singing in front of Lincoln Memorial
- Multimedia
 - Excerpts of *Revelations*, Alvin Ailey
 - "The Great Figure," William Carlos Williams
 - "Sometimes I Feel Like a Motherless Child," Marian Anderson
- Video
 - Excerpt from 1988 interview with Alvin Ailey
 - Excerpt of 2013 National Book Festival
 - "Celebrating *Revelations* at 50 Film," Alvin Ailey
 - Video of William Carlos Williams
 - Video of Christine Dixon discussing the Blue Poles
 - "Jackson Pollock," Hans Namuth
 - Newsreel footage of Marian Anderson's first Lincoln Memorial performance

Unit Modifications for Special Population Students

Advanced Learners

- Encourage students to deepen their knowledge of the module content and themes by recommending books in Appendix D: Volume of Reading and distributing the Volume of Reading Reflection Questions.

Focusing Question 1 (Lessons 1-9)

- Challenge students to list the sources of inspiration for Emma in order of importance in lesson 2
- In lesson 5, only post the time-sequence words and sources of inspiration. The students can independently write four sentences describing how Alvin Ailey was inspired.
- Encourage students to read about how Andrea Davis Pinkney conducted her research on Alvin Ailey
- Provide a primary source, an interview with Alvin Ailey, and allow students to explore the difference between a primary and secondary source.

Focusing Question 2 (Lessons 10-19)

- In lesson 12, have students discuss the different types of art they could create based on "The Great Figure"
- Encourage students to write and illustrate more poems in the style of William Carlos Williams
- Students can illustrate and determine the central message of other poems throughout the module.

Focusing Question 3 and 4: EOM Task (Lessons 20-33)

- Encourage students to draw connections between new pieces of art and artwork they have already studied, such as *Starfield* and *Number 1, 1950*

	<p>(Lavender Mist) during lesson 21</p> <ul style="list-style-type: none"> Challenge students to categorize their sources as “primary” or “secondary” and explain how they know.
Struggling Learners	<p>Focusing Question 1 (Lessons 1-9)</p> <ul style="list-style-type: none"> Pull small groups consisting of a few students who would benefit from the similar task of determining a central message and/or essential meaning of a text, such as lessons 3 and 7. This can be done during small group/partner work time in the lesson. During this meeting, you may: <ul style="list-style-type: none"> Review the Central Message/Essential Meaning Anchor Chart from Module 3 Teach students additional strategies to help identify the central message or essential meaning, such as “Actions, Outcomes, Response” (Serravallo 2015, 7.10, p. 203) and “Boxes and Bullets” (Serravallo 2015, 8.5, p. 226) Ask students to analyze the parts of a thesis sentence by looking at an example and highlighting the topic green, the first supporting point yellow, and the second supporting point blue. Students can transfer this process with their own thesis statements. Provide students with an anchor chart of the logical structures authors use to connect ideas: sequence, cause and effect, compare and contrast, and question and answer. <p>Focusing Question 2 (Lessons 10-19)</p> <ul style="list-style-type: none"> Pull small groups consisting of a few students who would benefit from the similar task of analyzing the elements and language of poetry, such as in lessons 11, 12, 16 and 17. This can be done during small group/partner work time in the lesson. During this meeting, you may: <ul style="list-style-type: none"> Show students advertisements and commercials with loaded language and discuss how the word choice creates a desired effect Make a comparison between lines building in a poem to blocks building and change when they are stacked in different ways. Teach additional strategies to help determine the meaning of nonliteral language in poetry, such as “Picture It” (Serravallo 2015, 11.7, p. 306) and “Word Relationships in a Phrase” (Serravallo 2015, 11.17, p. 316) Require students to determine the essential meaning for only one of the poems in lesson 17 <p>Focusing Question 3 and 4: EOM Task (Lessons 20-33)</p> <ul style="list-style-type: none"> Pull small groups consisting of a few students who would benefit from the similar task of notetaking and conducting research, such as in lessons 20-22, 27-28, and 31-33. This can be done during small group/partner work time in the lesson. During this meeting, you may: <ul style="list-style-type: none"> Point out to students that notes that do not answer “What does this tell us about Marian Anderson/Jackson Pollock?” will not be useful in completing their FQT. Teach students additional strategies that will aid in notetaking, such as “Important Versus Interesting” (Serravallo 2015, 9.13, p. 262) and “What’s Worth Keeping?” (Serravallo 2015, 13.7, p. 361) When sequencing in lesson 22, consider putting the steps of creating a drip painting on sentence strips and have students order them. Review that direct quotes will be in quotation marks, which connects to their work in Module 3 Check-in with students before they begin their EOM to review vocabulary, linking words, topic sentences, facts, definitions, and details.

	<p>Socratic Seminars (Lessons 3, 16, and 29)</p> <ul style="list-style-type: none"> • Before students participate in the Socratic Seminar, provide students some prompts to consider before the discussion starts, such as: “What central message do you notice in Emma’s Rug?” and “What do you notice in the text that supports this central message?” in lesson 3
English Language Learners	<p>Focusing Question 1 (Lessons 1-9)</p> <ul style="list-style-type: none"> • Provide access to a website that narrates Emma’s Rug or Alvin Ailey or record yourself reading Emma’s Rug or Alvin Ailey aloud so that students are able to listen to the story while completing the different tasks • Provide a student friendly glossary of important vocabulary words for Emma’s Rug prior to reading. • Model how to use an online dictionary for students to independently look up the meaning unknown words. • Provide sentence frames for students to share their thinking, such as “Emma is inspired by _____. ” and “In the text, it states _____. ” in lesson 2 <p>Focusing Question 2 (Lessons 10-19)</p> <ul style="list-style-type: none"> • Provide a student friendly glossary of important vocabulary words for A River of Words prior to reading and prompt to use a strategy to review, such as “Glossary Warm-Up” (Serravallo 2015, 10.11, p. 284) • Add visual cues to the different categories on their note taking page. • Display poetry in the classroom that is labeled with academic vocabulary that will help students discuss poems, such as stanza and line • Provide sentence frames to students to share their thinking, such as “My Egypt and I Saw the Figure 5 in Gold both _____. This has the effect of _____. ” in lesson 14 • Before the Vocabulary Assessment (lesson 18), play a vocabulary game, such as Pictionary, to review vocabulary words that were previously taught. • Teach additional strategies to help determine the meaning of nonliteral language in poetry, such as “Picture It” (Serravallo 2015, 11.7, p. 306) and “Word Relationships in a Phrase” (Serravallo 2015, 11.17, p. 316) <p>Focusing Question 3 and 4: EOM Task (Lessons 20-33)</p> <ul style="list-style-type: none"> • Add visual cues to the different categories on their note taking page. • Provide sentence frames to students to share their thinking, such as “The quote _____ helps me better understand _____. ” in lesson 22 • Before the Direct Vocabulary Assessment (lesson 32), play a vocabulary game, such as Pictionary, to review vocabulary words that were previously taught. • Before beginning EOM, quickly review the “New Words” section of the vocabulary Journals and chart some important domain-specific words and phrases <p>Socratic Seminars (Lessons 3, 16, and 29)</p> <ul style="list-style-type: none"> • When students are participating in a Socratic Seminar, provide students with: <ul style="list-style-type: none"> – Agree and disagree cards for nonverbal participation in the discussion – “Pause points” throughout the discussion so students can stop and formulate their opinions – Sentence frames, such as “In the text or painting, I notice...” <p>Vocabulary Notebooks</p> <ul style="list-style-type: none"> • With the use of vocabulary notebooks, provide visuals (possibly from the

	<p>text itself) to include in vocabulary notebook to support identification and connection of vocabulary.</p> <ul style="list-style-type: none"> • Display artwork in the classroom that is labeled with academic vocabulary that will help students discuss art, such as object, lines, color, etc. • Create an additional column in vocabulary notebooks for students to use additional strategies, such as “Help from Cognates” (Serravallo 2015, 11.18, p. 317), to determine the meaning of unknown words
Special Needs Learners	<p><i>*Follow all dictations of 504 plans and IEPs</i></p> <p>Focusing Question 1 (Lessons 1-9)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of determining a central message and/or essential meaning of a text, such as lessons 3 and 7. This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may: <ul style="list-style-type: none"> – Prompt students to look in their Knowledge Journals to review the strategies for identifying the essential meaning of a text. – Teach students additional strategies to help identify the central message or essential meaning, such as “Actions, Outcomes, Response” (Serravallo 2015, 7.10, p. 203) and “Topic/Subtopic/Details” (Serravallo 2015, 8.3, p. 224) • Students can sort examples and non-examples of thesis statements to better identify the components of a good thesis statement • Consider providing partially completed Writing Organizers for the FQT to students who may not finish in the time provided. • Use a Parallel Co-Teaching Model when engaging with a new text, such as <i>Emma’s Rug</i>, to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. <p>Focusing Question 2 (Lessons 10-19)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of analyzing the elements and language of poetry, such as in lessons 11, 12, 16 and 17. This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may: <ul style="list-style-type: none"> – Provide a copy of a poem with different words inserted throughout that creates a different effect and discuss the differences – Provide students with familiar poems and find the central message of a poem with guided practice – Teach additional strategies to help analyze word choice in poetry, such as “Be Alert for Word Choice” (Serravallo 2015, 11.23, p. 322) • Use a Parallel Co-Teaching Model when engaging with a new text, such as <i>A River of Words</i>, to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. <p>Focusing Question 3 and 4: EOM Task (Lessons 20-33)</p> <ul style="list-style-type: none"> • Pull small groups consisting of a few students who would benefit from the similar task of notetaking and conducting research, such as in lessons 20-22, 27-28, and 31-33. This can be done during small group/partner work time in the lesson or in an alternative teaching setting. During this meeting, you may: <ul style="list-style-type: none"> – Model how to determine and summarize important information for their research. – Teach students additional strategies that will aid in notetaking, such as

	<p>“Keying in to What’s Important” (Serravallo 2015, 9.16, p. 265) and “What’s Worth Keeping?” (Serravallo 2015, 13.7, p. 361)</p> <ul style="list-style-type: none"> • Allow students to mark their text evidence with a post-it note to prepare them for discussing or writing their answer. • Use a Parallel Co-Teaching Model when engaging with a new text, such as Action Jackson, to more closely monitor when to pause to have students annotate, stop and jot, generate questions, and make inferences. • Check-in with students before they begin their EOM to review vocabulary, linking words, topic sentences, facts, definitions, and details. <p>Socratic Seminars (Lessons 3, 16, and 29)</p> <ul style="list-style-type: none"> • Consider pairing students with an advanced learner during the turn and talk before the discussion starts and allow them to take notes about the topics they will discuss • Allow students more opportunity to participate in Socratic Seminar by splitting the class in two heterogeneous groups and using a Parallel Co-Teaching Model.
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Interdisciplinary Connections

Indicators:

Comprehensive Health and Physical Education

HPE.2.5.4.A.CS2 Ongoing feedback impacts improvement and effectiveness of movement actions.

HPE.2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Module 4 focuses on an in-depth study of the famous dancer and choreographer Alvin Ailey

Elementary Information Literacy and Library Media Studies

NJSLS: RI; W; Identify the function and the parts of a book

NJSLS: RI; SL; W 1. Organize and identify resources 2. Prepare and communicate through written, oral and visual products

NJSLS: RL; RI; SL 1.Listen and respond to different types of literature in different media formats 2. Recall, summarize, paraphrase, and extend what is listened to and viewed

Module 4 uses both informational and literary texts, websites, poetry, and fables. Students respond to resources in their reader response journals.

National Core Arts Standards

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

In module 4 artists and their inspiration. They analyze poetry study Jackson Pollock’s paintings, and listen to and reflect on a singer’s voice. Students also focus on what inspires artists and the struggles to translate inspiration into words, sound, movement, or images.

Integration of 21st Century Skills

Indicators:

- 9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively
- 9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
- 9.1.8.B.1 Use multiple points of view to create alternative solutions.
- 9.1.4.C.1 Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play).
- 9.1.4.D.2 Express needs, wants, and feelings appropriately in various situations.
- 9.1.8.D.1 Employ appropriate conflict resolution strategies.
- 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences

The Great Minds Program utilizes small group discussions and/or formal Socratic Seminars in each lesson. The unit begins with introducing rules for working in the classroom during whole group, small group, partner and independent learning times. It then moves into teaching how to agree and disagree respectfully so that students can have productive discussions and work together throughout the year. Students will also revise each other's writing and utilize strategies taught throughout the unit to appropriately share feedback. Finally, students are using critical thinking skills during reading and rereading of informational text and are critically analyzing art, poetry, and literature.