

Windows, Mirrors, and Transcending Single Stories								
Essential Questions			New Jersey Student Learning Standards		Teaching Tolerance Social Justice Standards			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How can literature help us to make connections across all lines of difference? (Windows &amp; Mirrors)</li> <li>What is identity? What makes each of us who we are?</li> <li>In what ways do “single stories” impact our own identities, how we view others, and the choices we make?</li> <li>What do we learn about ourselves and each other by understanding complex characters?</li> <li>Why might people not feel safe or comfortable with all parts their identities?</li> <li>What does it mean to be LGBTQ?</li> <li>What are some of the different life experiences had by LGBTQ kids and teens?</li> <li>How are young LGBTQ activists working for more rights, acceptance, and representation for LGBTQ+ people?</li> </ul>			Reading Literature	Reading Informational	Identity	Diversity	Justice	Action
			<ul style="list-style-type: none"> <li>RL.5.1</li> <li>RL.5.2</li> <li>RL.5.3</li> <li>RL.5.4</li> <li>RL.5.5</li> <li>RL.5.6</li> </ul>	<ul style="list-style-type: none"> <li>RI.5.1</li> <li>RI.5.2</li> <li>RI.5.3</li> <li>RI.5.4</li> <li>RI.5.6</li> <li>RI.5.7</li> </ul>	<ul style="list-style-type: none"> <li>ID.3-5.1</li> <li>ID.3-5.2</li> <li>ID.3-5.3</li> <li>ID.3-5.4</li> <li>ID.3-5.5</li> </ul>	<ul style="list-style-type: none"> <li>DI.3-5.6</li> <li>DI.3-5.7</li> <li>DI.3-5.8</li> <li>DI.3-5.9</li> <li>DI.3-5.10</li> </ul>	<ul style="list-style-type: none"> <li>JU.3-5.11</li> <li>JU.3-5.12</li> <li>JU.3-5.13</li> <li>JU.3-5.14</li> <li>JU.3-5.15</li> </ul>	<ul style="list-style-type: none"> <li>AC.3-5.16</li> <li>AC.3-5.17</li> <li>AC.3-5.18</li> <li>AC.3-5.19</li> <li>AC.3-5.20</li> </ul>
			Speaking & Listening					
<ul style="list-style-type: none"> <li>SL.5.1</li> <li>SL.5.2</li> </ul>								
Week	Reading Focus/ Skill(s)	Objective(s)	Mentor Text(s)	Activities/Assessment	Materials/Resources	Vocabulary	NJSLS/ Teaching Tolerance Social Justice Standard(s)	
1	<p><b>“Who am I?” An introduction to identity.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Draw Inferences with Strongest Evidence</li> <li>Impact of POV</li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers describe how the narrator’s point of view affects the way events are described, especially if the narrator is also a story character.</p>	<p><b>Reading:</b> I can describe how point of view affects the way events are described.</p> <p>I can explain a text and draw inferences with the strongest evidence.</p> <p>I can build a working definition of identity.</p> <p><b>Social Justice:</b> I can describe who I am and can describe my various group identities.</p>	<p><a href="#">My Name</a> <a href="#">Excerpt from The House on Mango Street By Sandra Cisneros</a></p>	<p>Activities: Introduction to Unit</p> <p>Shared reading/ Mini Lesson on drawing inferences</p> <p>Identity Mapping activity.</p> <p>Discussion/ Journaling Questions</p>	<p>Copies of My Name text</p> <p>RL.5.6 <a href="#">Thinking Steps</a></p> <p>Impact of POV Anchor Chart</p> <p>Identity journals</p>	<p>Identity</p> <p>Text: Inherited Baptize</p>	<ul style="list-style-type: none"> <li>RL.5.6</li> <li>RL.5.1</li> <li>ID.3-5.1</li> </ul>	

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	<p>This helps readers understand whether the description is biased or accurate and how it might be influenced by the narrator's/ author's point of view about events.</p>			<p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p> <p>How does the Esperanza's point of view influence how events and other characters are described in the passage?</p>	<p>Identity anchor chart</p> <p>External Identity mind map</p> <p>Internal Identity mind map</p>		
1	<p><b>How Do Others Define Your Identity?</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Theme</b></li> <li>• <b>Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b></p> <p>Readers can use text clues to determine the theme or central message of a story. This helps them understand what authors want them to learn about life beyond the text.</p>	<p><b>Reading:</b> I can determine the theme of a story.</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p>I can build a working definition of identity.</p> <p><b>Social Justice:</b> I can explain that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.</p>	<p><a href="#">The Bear That Wasn't By Frank Tashlin</a></p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on determining the theme of a text.</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p>	<p>Copies of <i>The Bear That Wasn't</i> text</p> <p>RL.5.2 Theme <a href="#">Thinking Steps</a></p> <p>Anchor Chart for Theme</p> <p>Identity journals</p>	<p>Identity Foreman Dreadful</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.2</b></li> <li>• <b>ID.3-5.3</b></li> <li>• <b>ID.3-5.4</b></li> </ul>

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		I can feel good about my identity without making someone else feel badly about who they are.		What is the theme of the passage. The Bear That Wasn't?			
1	<p><b>What Aspects of Our Identities Do We Show to Others?</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Interpreting Figurative Language</b></li> <li>• <b>Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b></p> <p>Good readers build meaning for figurative language, or language with meaning beyond its literal definition. They use visualization and clues from nearby text to help them better understand this language. Analyzing how authors use figurative language to add meaning helps readers fully comprehend the text and appreciate the author's craft.</p>	<p><b>Reading:</b> I can interpret figurative language in a text. (Focus on Personification/ Metaphors/ Similes)</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b> I can describe who I am and can describe my various group identities.</p>	<p><a href="#">We Wear the Mask</a> <a href="#">Paul Laurence Dunbar (1896)</a></p> <p><a href="#">The Mask By Maya Angelou</a></p> <p><a href="#">Harlem/ Dreams By Langston Hughes</a></p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on Interpreting Figurative Language</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p> <p>Choose one example of figurative language from the poems Harlem/ Dreams by Langston Hughes and describe its meaning. What does it add to the poem?</p>	<p>Copies of Poems</p> <p>RL.5.4 Interpreting Figurative Language <a href="#">Thinking Steps</a></p> <p>Anchor Chart for Interpreting Figurative Language</p> <p>Identity journals</p>	<p>Guile Myriad Subtleties Vile</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.4</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>ID.3-5.1</b></li> </ul>

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2	<p><b>Texts as Mirrors, Windows, and Sliding Glass Doors</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Main Idea</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers can summarize a text to identify and explain its main idea and most important details. Organizing the main ideas and key details, without changing their meaning, helps readers recall and dig more deeply into the text's important information and ideas.</p>	<p><b>Reading:</b> I can summarize a text in order to determine the main idea.</p> <p><b>Social Justice:</b> I can explain that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.</p> <p>I can feel good about my identity without making someone else feel badly about who they are.</p>	<p>NewsELA Informational Text:</p> <p><a href="#">NewsELA Article: Store sells books that help children find characters who look like they do</a></p> <p><a href="#">Classroom reading lists should change to be fair</a></p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on determining the main idea of a text.</p> <p>Discussion/ Journaling Questions:</p> <p>Why is it important that kids have access to texts with diverse characters?</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: What is the main idea of the article, "Classroom Reading Lists Should Change to be Fair?"</p>	<p>Copies of NewsELA Article</p> <p>R.I.5.2 Determining Main Idea <a href="#">Thinking Steps</a></p> <p>Windows/ Mirrors Anchor Chart</p> <p>Discussion:</p>	<p>Identity "Windows" "Mirrors" "Sliding Glass Doors"</p>	<ul style="list-style-type: none"> <li>• <b>RI.5.2</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>ID.3-5.3</b></li> <li>• <b>ID.3-5.4</b></li> </ul>
2	<p><b>Texts as Mirrors, Windows, and Sliding Glass Doors</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Theme</b></li> </ul>	<p><b>Reading:</b> I can determine the theme of a story.</p>	<p>The Day You Begin By Jaqueline Woodson</p>	<p>Activities: The Danger of a Single Story Video &amp; Discussion</p>	<p>Mentor Text</p> <p>RL.5.2 Theme</p>	<p>Identity "Windows" "Mirrors" "Sliding Glass Doors"</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.2</b></li> <li>• <b>ID.3-5.3</b></li> <li>• <b>DI.3-5.6</b></li> </ul>

	<ul style="list-style-type: none"> <li><b>Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b></p> <p>Readers can use text clues to determine the theme or central message of a story. This helps them understand what authors want them to learn about life beyond the text.</p>	<p>I can explain a text and draw inferences with strongest evidence.</p> <p>I can build a working definition of identity.</p> <p><b>Social Justice:</b> I can feel good about my identity without making someone else feel badly about who they are.</p> <p>I can get to know people who are like me and different from me, and I can treat each person with respect.</p>	<p>Video: <a href="#">The Danger of a Single Story (TED Talk)</a> (Lesson Launch &amp; Discussion)</p>	<p>Shared Reading/ Mini Lesson on determining the theme of a text.</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Confering</p> <p>Exit Ticket/ Focus Question: What lesson does Angelina learn in the story?</p>	<p><a href="#">Thinking Steps</a></p> <p>Anchor Chart for Theme</p>		
2	<p><b>Stereotypes, Bias, Gender Norms, and Discrimination</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><b>Identifying Reasons and Supporting Evidence</b></li> <li><b>Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers identify which reasons and evidence support</p>	<p><b>Reading:</b> I can explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b> I can discuss other people's histories and</p>	<p><a href="#">NewsELA: Why stereotypes should be avoided</a></p> <p><a href="#">NewsELA: It is important for kids to see different types of people in media</a></p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on Identifying Reasons and Supporting Evidence</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Confering</p>	<p>Mentor Text</p> <p>RI.5.8 Identifying Reasons and Supporting Evidence <a href="#">Thinking Steps</a> Anchor Chart for Identifying Reasons and</p>	<p>Stereotypes Generalization Intersectionality Discrimination Interracial Disparities Ethnicities Dialect</p>	<ul style="list-style-type: none"> <li><b>RI.5.8</b></li> <li><b>RI.5.8</b></li> <li><b>DI.3-5.8</b></li> <li><b>DI.3-5.10</b></li> <li><b>JU.3-5.12</b></li> </ul>

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	<p>which points in a text. Then, they can analyze the different ways that the reasons and evidence support the points. This helps readers understand the author's overall points and arguments.</p>	<p>lived experiences, ask questions respectfully, and listen carefully and non-judgmentally.</p> <p>I can explain the way groups of people are treated today, the they have been treated in the past, shapes their group identity and culture.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>		<p>Exit Ticket/ Focus Question:</p> <p>How does the author of the article support the idea that the use of stereotypes and lack of character diversity have negative effects on children?</p>	Supporting Evidence		
3	<p><b>Stereotypes, Bias, Gender Norms, and Discrimination</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Locate and Use Information from Multiple Sources</b></li> <li>• <b>Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers use all text and visual elements to locate information quickly, whether in print or digital sources. Readers consume a wide range of print and digital sources to learn about</p>	<p><b>Reading:</b> I can locate and use information from multiple sources.</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b> I can discuss other people's histories and lived experiences and can ask questions respectfully and listen carefully and non-judgmentally.</p> <p>I can explain how the way groups of people are</p>	<p><a href="#">NewsELA: Don't jump to conclusions about race based on just DNA</a></p> <p>NY Times Who Me Biased? Video Series: <a href="#">Video: Peanut Butter, Jelly, and Racism</a></p> <p><a href="#">Video: Check Our Bias to Wreck Our Bias</a></p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on Locating and Using Information from Multiple Sources</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring Exit Ticket/ Focus Question:</p>	<p>Mentor Text</p> <p>RI.5.7 Locate and Use Information from Multiple Sources <a href="#">Thinking Steps</a></p> <p>Anchor Chart for Identifying Reasons and</p>	<p>Race Genetic Ancestry Bias</p>	<ul style="list-style-type: none"> <li>• <b>RI.5.7</b></li> <li>• <b>RI.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>DI.3-5.8</b></li> <li>• <b>DI.3-5.10</b></li> <li>• <b>JU.3-5.13</b></li> </ul>

	a topic. They use features of each source type to help them locate and use information efficiently.	treated today, and the way they have been treated in the past, shapes their group identity and culture.  I can discuss and explain the words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.		What is implicit bias? Locate and use information from the NewsELA article and the “Peanut Butter, Jelly, and Racism” video in your response.	Supporting Evidence		
3	<p><b>Stereotypes, Bias, Gender Norms, and Discrimination</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Locate and Use Information from Multiple Sources</b></li> <li>• <b>Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers use all text and visual elements to locate information quickly, whether in print or digital sources. Readers consume a wide range of print and digital sources to learn about a topic. They use features of each source type to help them locate and use information efficiently.</p>	<p><b>Reading:</b> I can locate and use information from multiple sources.</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b> I can discuss other people’s histories and lived experiences and can ask questions respectfully and listen carefully and non-judgmentally.</p> <p>I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.</p>	<p>NewsELA: <a href="#">Definition of systemic racism in sociology</a></p> <p>NewsELA: <a href="#">Starbucks to close stores for an afternoon for bias training</a></p> <p>Videos: <a href="#">26 Mini-Films for Exploring Race, Bias and Identity With Students</a></p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on Locating and Using Information from Multiple Sources</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>What is systemic racism? Locate and use information from the NewsELA articles and at least one mini exploring</p>	Mentor Text	Systemic Racism Sociology POC	<ul style="list-style-type: none"> <li>• <b>RI.5.7</b></li> <li>• <b>RI.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>DI.3-5.8</b></li> <li>• <b>DI.3-5.10</b></li> <li>• <b>JU.3-5.14</b></li> </ul>

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		I can discuss the ways that life is easier for some people and harder for others based on who they are and where they were born.		race video in your response.			
3	<p><b>Texts as Mirrors, Windows, and Sliding Glass Doors</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Draw Inferences with Strongest Evidence</li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b></p> <p>Readers can use text clues to determine the theme or central message of a story. This helps them understand what authors want them to learn about life beyond the text.</p>	<p><b>Reading:</b> I can determine the theme of a poem and describe how an author reflects upon a topic.</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b> I can discuss other people's histories and lived experiences and can ask questions respectfully and listen carefully and non-judgmentally.</p> <p>I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.</p>	Locomotion By: Jaqueline Woodson	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on determining the theme of a poem.</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p> <p>How does Jacqueline Woodson support the idea that people who aren't marginalized and</p>	Copies of Poems	Talc Cosmetics Marginalized Poverty	<ul style="list-style-type: none"> <li>• RL.5.2</li> <li>• RL.5.1</li> <li>• SL.5.1</li> <li>• SL.5.2</li> <li>• DI.3-5.8</li> <li>• DI.3-5.10</li> <li>• JU.3-5.14</li> </ul>

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		I can discuss the ways that life is easier for some people and harder for others based on who they are and where they were born.		poor don't even see how they are? Be sure to give examples from the poem.			
4	<p><b>Texts as Mirrors, Windows, and Sliding Glass Doors</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Interpreting Figurative Language</b></li> <li>• <b>Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b></p> <p>Good readers build meaning for figurative language, or language with meaning beyond its literal definition. They use visualization and clues from nearby text to help them better understand this language. Analyzing how authors use figurative language to add meaning helps readers fully comprehend the text and appreciate the author's craft.</p>	<p><b>Reading:</b> I can interpret figurative language in a text. (Focus on Personification/ Metaphors/ Similes)</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b></p> <p>I can explain that life is easier for some people and harder for others based on who they are and where they were born.</p>	<p><a href="#">Alone (Excerpt from The Notebooks of Melanin Sun)</a></p> <p><a href="#">Excerpt from Journey by Patricia MacLachlan</a></p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on interpreting figurative language of a text.</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p> <p>What does the simile, the smell filled the house, and so did the ants that crawled down from the blooms, crisscrossing the house like</p>	<p>Copies of Poems</p> <p>RL.5.4 Interpreting Figurative Language</p> <p><a href="#">Thinking Steps</a></p> <p>Anchor Chart for Interpreting Figurative Language</p> <p>Identity journals</p>	<p>Guile</p> <p>Myriad</p> <p>Subtleties</p> <p>Vile</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.4</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>JU.3-5.14</b></li> </ul>

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				sightseers, mean as it is used in the text?			
4	<p><b>Stereotypes, Bias, Gender Norms, and Discrimination</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Explain Relationships and Interactions</li> <li>• Draw Inferences with Strongest Evidence</li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b></p> <p>Good readers pay close attention to how events, ideas, and individuals described in a text relate to one another, such as the order in which events occur or if one individual's actions affect another's. Analyzing these relationships and interactions helps readers better understand historical events, people, and ideas.</p>	<p><b>Reading:</b> I can explain the relationships and interactions in a text</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b> I can discuss other people's histories and lived experiences and can ask questions respectfully and listen carefully and non-judgmentally.</p> <p>I can explain how all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.</p>	<p><a href="#">NewsELA: Gender roles in children are set by around age 10, a new study says</a></p> <p><a href="#">NewsELA: Female race car drivers challenge gender stereotypes in sports</a></p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on Explaining Relationships and Interactions</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: Read the selection below.</p> <p>While most teams focus on achieving victory..." Why did the author include this idea?</p>	<p>Copies of NewsELA Articles</p> <p>RI.5.3</p> <p>Explain Relationships and Interactions</p> <p><a href="#">Thinking Steps</a></p> <p>Anchor Chart for Explain Relationships and Interactions</p>	<p>Gender Competes Resembled Assembled Category</p>	<ul style="list-style-type: none"> <li>• RI.5.3</li> <li>• RI.5.1</li> <li>• SL.5.1</li> <li>• SL.5.2</li> <li>• ID.3-5.3</li> <li>• DI.3-5.8</li> </ul>
4	<p><b>Stereotypes, Bias, Gender Norms, and Discrimination</b></p> <ul style="list-style-type: none"> <li>• Explain Relationships and Interactions</li> </ul>	<p><b>Reading:</b> I can explain the relationships and interactions in a text</p>	<p>Stonewall: A Building. An Uprising. A Revolution By Rob Sanders</p>	<p>Activities:</p> <p>In a Heartbeat Video &amp; Discussion Shared Reading/ Mini Lesson on</p>	<p>Mentor Text</p> <p>RI.5.3</p> <p>Explain Relationship</p>	<p>Lesbian Gay Homosexual Bisexual Transgender Queer</p>	<ul style="list-style-type: none"> <li>• RI.5.3</li> <li>• RI.5.1</li> <li>• SL.5.1</li> <li>• SL.5.2</li> <li>• ID.3-5.3</li> <li>• DI.3-5.8</li> </ul>

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	<ul style="list-style-type: none"> <li><b>Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers pay close attention to how events, ideas, and individuals described in a text relate to one another, such as the order in which events occur or if one individual's actions affect another's. Analyzing these relationships and interactions helps readers better understand historical events, people, and ideas.</p>	<p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b> I can discuss other people's histories and lived experiences and can ask questions respectfully and listen carefully and non-judgmentally.</p> <p>I can discuss and explain the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</p>	<p>Video: <a href="#">In a Heartbeat</a> (Lesson Launch Discussion)</p>	<p>Explaining Relationships and Interactions</p> <p>Discussion/ Journaling Questions Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p> <p>The author states "Many things are different now...Some things have changed" How does the author support this point?</p>	<p>s and Interactions <a href="#">Thinking Steps</a></p> <p>Anchor Chart for Explain Relationships and Interactions</p>	<p>Riot</p>	
5	<p><b>Stereotypes, Bias, Gender Norms, and Discrimination</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><b>Main Idea</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers can summarize a text to identify and explain its main idea and most important details. Organizing the main ideas and key details,</p>	<p><b>Reading:</b> I can summarize a text in order to determine the main idea.</p> <p>I can explain a text and draw inferences with strongest evidence.</p> <p><b>Social Justice:</b> I can discuss other people's histories and</p>	<p>"What Was Stonewall?" By Nico Medina</p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on Main Idea</p> <p>Discussion/ Journaling Questions</p>	<p>Mentor Text</p> <p>RI.5.2 Main Idea <a href="#">Thinking Steps</a></p> <p>Anchor Chart for Explain Relationship</p>	<p>Lesbian Gay Homosexual Bisexual Transgender Queer Riot</p>	<ul style="list-style-type: none"> <li><b>RI.5.2</b></li> <li><b>RI.5.1</b></li> <li><b>SL.5.1</b></li> <li><b>SL.5.2</b></li> <li><b>ID.3-5.3</b></li> <li><b>DI.3-5.8</b></li> </ul>

	without changing their meaning, helps readers recall and dig more deeply into the text's important information and ideas.	lived experiences and can ask questions respectfully and listen carefully and non-judgmentally.  I can discuss and explain the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.		Independent Reading/ Conferring  Exit Ticket/ Focus Question:  What is the main idea of Chapter 2: Before?	s and Interactions		
5	<p><b>Stereotypes, Bias, Gender Norms, and Discrimination</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Integrate Information from Several Texts on the Same Topic</li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers examine information from different sources and consider how the details from each source relate. This provides a complete picture of the topic and helps readers find all the details they need.</p>	<p><b>Reading:</b> I can integrate information from several texts on the same topic.</p> <p><b>Social Justice:</b></p> <p>I can discuss other people's histories and lived experiences and can ask questions respectfully and listen carefully and non-judgmentally.</p> <p>I can discuss and explain the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</p>	<p>Stonewall: A Building. An Uprising. A Revolution By Rob Sanders &amp;</p> <p>"What Was Stonewall?" By Nico Medina</p>	<p>Activities:</p> <p>Shared Reading/ Mini Lesson on Integrating Information from Several Texts</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p> <p>According to the authors of "What was Stonewall" and</p>	<p>"What Was Stonewall?" By Nico Medina</p> <p>RI.5.9 Integrating Information from Several Texts</p> <p><a href="#">Thinking Steps</a></p> <p>Anchor Chart for Integrating Information from Several Texts</p>	<p>Lesbian Gay Homosexual Bisexual Transgender Queer Riot</p>	<ul style="list-style-type: none"> <li>RI.5.9</li> <li>RI.5.1</li> <li>SL.5.1</li> <li>SL.5.2</li> <li>ID.3-5.3</li> <li>DI.3-5.8</li> </ul>

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				<p>"Stonewall: A Building. An Uprising. A Revolution," how did people respond to frequent raids at the Stonewall? What effect did their response have? Be sure to include evidence from both texts.</p>			
5	<p><b>Texts as Mirrors, Windows, and Sliding Glass Doors</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Impact of POV</li> <li>Draw Inferences with Strongest Evidence</li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers describe how the narrator's point of view affects the way events are described, especially if the narrator is also a story character. This helps readers understand whether the description is biased or accurate and how it might be influenced by the narrator's/ author's point of view about events.</p>	<p><b>Reading:</b> I can describe how point of view affects the way events are described.</p> <p>I can explain a text and draw inferences with the strongest evidence.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I can explain how my family and I do things the same as and different from other</p>	<p><i>Save Me A Seat (Chapters 1-4)</i> By: Gita Varadarajan &amp; Sarah Weeks</p>	<p>Activities:</p> <p>Shared reading/ Mini Lesson on Impact of POV</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p> <p>How does the Ravi/ Joe's point of view influence how events and other</p>	<p>Copies of <i>Save Me A Seat Chapters 1-4</i></p> <p>RL.5.6 <a href="#">Thinking Steps</a></p> <p>Impact of POV Anchor Chart</p>	<p>Surname Promotion Flat Bollywood Sequences Point of View Perspective</p>	<ul style="list-style-type: none"> <li>RL.5.6</li> <li>RL.5.1</li> <li>ID.3-5.5</li> <li>JU.3-5.11</li> </ul>

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		people and groups, and I know how to use what I learn from home, school and other places that matter to me.		characters are described in chapters 1-2?			
6	<p><b><i>The Misfits: Acceptance of differences and being true to oneself.</i></b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><b>Compare and Contrast Two or More Characters, Settings, or Events</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers pay attention to the actions and motivations of characters. They analyze how those elements distinguish one character from another. Comparing and contrasting characters helps readers better understand the characters and their importance to the story.</p>	<p><b>Reading:</b> I can compare and contrast two characters in a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 1-2)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: Why is each member of Bobby's group considered an outcast? Cite multiple pieces of evidence to</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.3 <a href="#">Thinking Steps</a></p> <p>Character/ Setting/ Plot</p> <p>Comparison Anchor Chart</p>	<p>hooligan hygiene tarred panache grimaces forum goblet leatherette emissary liabilities indulgently implication metropolis subversive</p>	<ul style="list-style-type: none"> <li><b>RL.5.3</b></li> <li><b>RL.5.1</b></li> <li><b>SL.5.1</b></li> <li><b>SL.5.2</b></li> <li><b>JU.3-5.11</b></li> <li><b>JU.3-5.12</b></li> </ul>

				support your thinking.			
6	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>Compare and Contrast Two or More Characters, Settings, or Events</li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers pay attention to the actions and motivations of characters. They analyze how those elements distinguish one character from another. Comparing and contrasting characters helps readers better understand the characters and their importance to the story.</p>	<p><b>Reading:</b> I can compare and contrast two characters in a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p> <p>I can speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.</p>	The Misfits By James Howe (Chapters 3-4)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: How does Addie's perspective on the Pledge of Allegiance differ from Mrs. Wyman's?</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.3 <a href="#">Thinking Steps</a></p> <p>Character/ Setting/ Plot</p> <p>Comparison Anchor Chart</p>	<p>Aforementioned minutes idealism Totalitarianism Content faggot smirk illiterate paternal arsenic disembowelment</p>	<ul style="list-style-type: none"> <li>RL.5.3</li> <li>RL.5.1</li> <li>SL.5.1</li> <li>SL.5.2</li> <li>JU.3-5.11</li> <li>JU.3-5.12</li> <li>AC.3-5.19</li> </ul>

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6	<p><b><i>The Misfits: Acceptance of differences and being true to oneself.</i></b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li><b>Explain How a Series of Parts Forms an Overall Structure</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Authors may structure a story in ways that make it more exciting and interesting to read. Good readers examine the way authors build a story's structure from different pieces and how that structure affects the reading experience. They analyze how the parts work together and how each part is important to the whole story.</p>	<p><b>Reading:</b> I can explain how a series of events forms an overall structure in a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 5-6)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on How</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: Why do you think the author used a screenplay structure in Chapter 6? Include text evidence to support your ideas.</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.5 <a href="#">Thinking Steps</a></p> <p>Anchor Chart</p>	<p>rendition glean Buddhist amoeba paisley gingerly oculus principle guffaw fumigated cynic exalted dollop shallow</p>	<ul style="list-style-type: none"> <li><b>RL.5.5</b></li> <li><b>RL.5.1</b></li> <li><b>SL.5.1</b></li> <li><b>SL.5.2</b></li> <li><b>JU.3-5.11</b></li> <li><b>JU.3-5.12</b></li> </ul>

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7	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Compare and Contrast Two or More Characters, Settings, or Events</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers pay attention to the actions and motivations of characters. They analyze how those elements distinguish one character from another. Comparing and contrasting characters helps readers better understand the characters and their importance to the story.</p>	<p><b>Reading:</b> I can compare and contrast two characters in a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 7-8)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Confering</p> <p>Exit Ticket/ Focus Question:</p> <p>Why does Bobby believe that Paintbrush Falls is too small for Addie and Joe?</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.3 <a href="#">Thinking Steps</a></p> <p>Character/ Setting/ Plot</p> <p>Comparison Anchor Chart</p>	<p>meander moniker inquiries establishment chaperon liberal minority uncharted naive irony articulating oppressed bondage cogitate</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.3</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>
7	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Compare and Contrast Two or More Characters, Settings, or Events</b></li> </ul>	<p><b>Reading:</b> I can compare and contrast two characters in a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in</p>	The Misfits By James Howe (Chapters 9-10)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.3 <a href="#">Thinking Steps</a></p>	<p>leper dwell discernible lurk furtive scurry mocha latte significance agitate</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.3</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>

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	<p><b>Teaching Point/ Transferable Takeaway:</b> Good readers pay attention to the actions and motivations of characters. They analyze how those elements distinguish one character from another. Comparing and contrasting characters helps readers better understand the characters and their importance to the story.</p>	<p>a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>		<p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: How does Skeezie react when Bobby tells him that he likes someone?</p> <p>Why is Joe upset when Skeezie tells him that he's trying to fix up Addie and Colin?</p>	<p>Character/ Setting/ Plot</p> <p>Comparison Anchor Chart</p>	<p>copacetic leech formative mausoleum</p>	
7	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Draw Inferences with Strongest Evidence</li> <li>• Impact of POV</li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers describe how the narrator's point of view affects the way events are described, especially if the</p>	<p><b>Reading:</b> I can describe how point of view affects the way events are described.</p> <p>I can explain a text and draw inferences with the strongest evidence.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in</p>	<p>The Misfits By James Howe (Chapters 11-12)</p>	<p>Activities:</p> <p>Shared reading/ Mini Lesson on Impact of POV</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.6 <a href="#">Thinking Steps</a></p> <p>Impact of POV</p> <p>Anchor Chart</p>	<p>Mafia Cynical Pathetic Ventilation</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.6</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>

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	narrator is also a story character. This helps readers understand whether the description is biased or accurate and how it might be influenced by the narrator's/ author's point of view about events..	a shared identity group are the same.  I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.		How does Bobby's point of view influence how the events from chapters 11-12 are described?			
8	<p><b><i>The Misfits: Acceptance of differences and being true to oneself.</i></b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Draw Inferences with Strongest Evidence</b></li> <li>• <b>Impact of POV</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers describe how the narrator's point of view affects the way events are described, especially if the narrator is also a story character. This helps readers understand whether the description is biased or accurate and how it might be influenced by the narrator's/ author's point of view about events..</p>	<p><b>Reading:</b> I can describe how point of view affects the way events are described.</p> <p>I can explain a text and draw inferences with the strongest evidence.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 13-14)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on Impact of POV</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Confering</p> <p>Exit Ticket/ Focus Question:</p> <p>What does the narrator's point of view reveal about Kevin Hennessey?</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.6 <a href="#">Thinking Steps</a></p> <p>Impact of POV</p> <p>Anchor Chart</p>	<p>leper redundant hypocritical shooting the breeze arsenal lingering</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.6</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>

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<p>8</p>	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Explain Text and Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers cite evidence from the story to support the inferences they draw and the ideas they develop about the characters, plot, and setting. They also evaluate this evidence to choose the best details to support their inferences.</p>	<p><b>Reading:</b> I can draw inferences about a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	<p>The Misfits By James Howe (Chapters 15-16)</p>	<p>Activities:</p> <p>Shared reading/ Mini Lesson on Explaining Text and Drawing Inferences with Strongest Evidence</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p> <p>Why does DuShawn drop out of the race? Use evidence to support your thinking.</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.1 <a href="#">Thinking Steps</a></p> <p>Inferring &amp; Quoting Anchor Chart</p>	<p>bigot exasperated meticulously cretin hit man halitosis plummet conjecture</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>
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8	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Explain Text and Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers cite evidence from the story to support the inferences they draw and the ideas they develop about the characters, plot, and setting. They also evaluate this evidence to choose the best details to support their inferences.</p>	<p><b>Reading:</b> I can draw inferences about a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 17-18)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Confering</p> <p>Exit Ticket/ Focus Question: How has the death of Bobby's mother affected Bobby and his father?</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.1 <a href="#">Thinking Steps</a></p> <p>Inferring &amp; Quoting Anchor Chart</p>	<p>meteoric nursery stifle apparent hysterical cop-out</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>
8	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Quote Text Evidence Accurately to Support Ideas</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers cite evidence from the story to support the inferences they draw and the</p>	<p><b>Reading:</b> I can quote text evidence accurately to support ideas.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p>	The Misfits By James Howe (Chapters 19-20)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.1 <a href="#">Thinking Steps</a></p> <p>Inferring &amp; Quoting</p>	<p>premises disarm impulsive haberdashery interjects compelling console contemplate monastery incivility</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>

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	ideas they develop about the characters, plot, and setting. They also evaluate this evidence to choose the best details to support their inferences.	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.		Independent Reading/ Conferring	Anchor Chart		
9	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Compare and Contrast Two or More Characters, Settings, or Events</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers pay attention to the actions and motivations of characters. They analyze how those elements distinguish one character from another. Comparing and contrasting characters helps readers better understand the characters and their importance to the story.</p>	<p><b>Reading:</b> I can compare and contrast two characters in a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 21-22)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: How does Bobby's relationship with Kelsey begin to change?</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.3 <a href="#">Thinking Steps</a></p> <p>Character/ Setting/ Plot</p> <p>Comparison Anchor Chart</p>	<p>analogy umbrage lentil</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.3</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>

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9	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Compare and Contrast Two or More Characters, Settings, or Events</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers pay attention to the actions and motivations of characters. They analyze how those elements distinguish one character from another. Comparing and contrasting characters helps readers better understand the characters and their importance to the story.</p>	<p><b>Reading:</b> I can compare and contrast two characters in a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 23-24)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question:</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.3 <a href="#">Thinking Steps</a></p> <p>Character/ Setting/ Plot</p> <p>Comparison Anchor Chart</p>	<p>bask shlub bumpkin nanosecond cardiac arrest ergo appointed unseemly trifle refine</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.3</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>
10	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Explain Text and Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers cite evidence from the story to support the inferences they draw and the</p>	<p><b>Reading:</b> I can draw inferences about a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p>	The Misfits By James Howe (Chapters 25-26)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.1 <a href="#">Thinking Steps</a></p> <p>Inferring &amp; Quoting Anchor Chart</p>	<p>transpire left-wing radical nonchalant electoral grassroots decibel smattering</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>

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	ideas they develop about the characters, plot, and setting. They also evaluate this evidence to choose the best details to support their inferences.	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.		Independent Reading/ Conferring			
10	<p><b>The Misfits: Acceptance of differences and being true to oneself.</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• <b>Explain Text and Draw Inferences with Strongest Evidence</b></li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b> Good readers cite evidence from the story to support the inferences they draw and the ideas they develop about the characters, plot, and setting. They also evaluate this evidence to choose the best details to support their inferences.</p>	<p><b>Reading:</b> I can draw inferences about a text.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 27-28)	<p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: Why would Bobby be the best person to write and give the speech for the No Name Party's platform?</p> <p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: How does Bobby use his life experiences to convey his</p>	Copies of Novels/ Chapters for Students	<p>contrasting declare landslide leastwise sass gist</p> <p>RL.5.1 <a href="#">Thinking Steps</a></p> <p>Inferring &amp; Quoting Anchor Chart</p>	<ul style="list-style-type: none"> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>

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				message about the No Name Party to the students at Paintbrush Falls Middle School?			
10	<p><b>How Do Others Define Your Identity?</b></p> <p><b>Reading Focus:</b></p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Draw Inferences with Strongest Evidence</li> </ul> <p><b>Teaching Point/ Transferable Takeaway:</b></p> <p>Readers can use text clues to determine the theme or central message of a story. This helps them understand what authors want them to learn about life beyond the text.</p>	<p><b>Reading:</b> I can determine the theme of a story.</p> <p><b>Social Justice:</b> I can explain ways that I get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.</p> <p>I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</p>	The Misfits By James Howe (Chapters 29-30)	<p>Activities:</p> <p>Shared reading/ Mini Lesson on comparing characters</p> <p>Discussion/ Journaling Questions</p> <p>Independent Reading/ Conferring</p> <p>Exit Ticket/ Focus Question: Select one of the four main characters in the story and explain how they have changed throughout the book. Discuss which events had a</p>	<p>Copies of Novels/ Chapters for Students</p> <p>RL.5.3 <a href="#">Thinking Steps</a></p> <p>Character/ Setting/ Plot</p> <p>Comparison Anchor Chart</p>	resourceful lobbyist	<ul style="list-style-type: none"> <li>• <b>RL.5.2</b></li> <li>• <b>RL.5.1</b></li> <li>• <b>SL.5.1</b></li> <li>• <b>SL.5.2</b></li> <li>• <b>JU.3-5.11</b></li> <li>• <b>JU.3-5.12</b></li> </ul>



GARDEN STATE  
EQUALITY

**GLSEN**<sup>®</sup>  
CENTRAL  
NEW JERSEY



make it better for youth  
The Monmouth County Consortium for LGBTQ Youth

## 5th Grade ELA Pilot Curriculum Unit Plan

				<p>direct role in the changes they experienced as characters and evaluate whether or not the changes were positive or negative.</p> <p>What is the theme of the text, <i>The Misfits</i>? Use evidence from the text to support your answer.</p>			
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