

Level	Unit Name	Unit Description
1	<b>The Birchbark House</b>	Students read literary and informational texts about how Native Americans and global explorers laid the foundation for the United States. Students understand and express their understanding of how we learn about our past and how that impacts who we are today by writing about character and theme development and discussing how point of view is important for constructing meaning.
1	<b>The Making of a Scientist</b>	Students read informational and literary texts to understand how different scientific theories have changed over time. They express their understanding about these theories and the process of scientific inquiry by gathering evidence and comparing and contrasting different theories.
2	<b>Wonderstruck</b>	Students read literary and informational texts to determine how characters respond to the challenges presented by language barriers and ineffective communication. Students understand and express their understanding of the importance of language, education, and communication by explaining the importance of effective communication for bridging differences and the impact of various innovations in communication.
2	<b>The Lion, the Witch and the Wardrobe</b>	Students read literary texts to understand that even in the most fantastical settings, literature can teach us real lessons about life. Students explore the opposition of good vs. evil, the value in courage, adventure, forgiveness, and honesty. They begin to consider how authors convince readers to believe the impossible to see how imagination and creativity can inspire story-telling. Students express their understanding of narrative point of view and the features of the fantasy genre by considering the stories from another perspective.
3	<b>Shutting Out the Sky</b>	Students read literary and informational texts to understand how members of a culture meld into communities while trying to maintain cultural identity and honor their ancestors. Students express their understanding of these ideas by explaining how the ideas are expressed and supported through the texts.

## The Birchbark House

### About this Unit

By the end of this unit, students will have read literary and informational texts to analyze the effects of the Europeans on the Native American way of life.

The main text students will read in this unit is *The Birchbark House* by Louise Erdrich. This is the story of a year in the life of a young Ojibwa girl who, over the cycle of four full seasons, comes to a deeper understanding of life, herself, and the relationship between the two. Throughout the unit, students will build understanding of Christopher Columbus and his voyages so that they can explain how his actions affected the lives of the Native Americans. Students will explore how characters respond to challenges and how characters' decisions impact the lives of others. At the end of this unit, students will be asked to write a literary analysis of the main events of each season of Omakayas' life and how Omakayas grows throughout the novel.

### Unit Texts

In this unit, students will read the following texts:

- *The Birchbark House* by Louise Erdrich
- *The First Americans: Prehistory-1600 (A History of US, Book 1)*, chapters three, four, nine, and 15-16 by Joy Hakim
- *Before Columbus: The Americas of 1491: "Who Were the First Americans?", "Controlled Burning", "A Changing Landscape, "A Garden Without Gardeners", "High Risk", and "How Many Died?"* by Charles C. Mann
- "Alexander Culbertson Finds a Blackfeet Village Destroyed by Smallpox" by Wisconsin Public Museum
- "The Ojibwe People" by Minnesota Historical Society
- "Ojibwe Medicine" by KBIC Health System

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Ojibwe, the Columbian Exchange, and choices from the past can be found here: <https://learnzillion.com/wikis/159504-the-birchbark-house-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - prosper, prosperous, prospering
  - ferocious, ferocity
  - voyage, voyages, voyagers, voyaging

- discover, discovered, discovering
- inhabit, inhabited, inhabiting

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>1</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>2</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>3</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>4</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider reviewing The Writing Revolution<sup>©</sup> strategies taught in the unit using new context and tools such as the Student Reference Guides, ELA Guidebook Grammar Guide and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>1</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>2</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>3</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>4</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## The Making of a Scientist

### About this Unit

By the end of this unit, students will have read informational and literary texts to understand how scientific theories change over time.

The main text students will read in this unit is “The Making of a Scientist” by Richard Feynman. “The Making of a Scientist” is a memoir written by Richard Feynman about his interactions with his father and why he became a scientist. Throughout the unit, students will gather evidence, make inferences, and compare and contrast these theories to understand the process of scientific inquiry. Students will also read some other texts to think about how scientific theories change over time and how these changes reflect the process of scientific inquiry. At the end of the unit, students will write an essay about a lesson Feynman’s father teaches him.

### Unit Texts

In this unit, students will read the following texts:

- “The Making of a Scientist” by Richard Feynman
- “Scientific Thinking” by the Louisiana Department of Education
- “Understanding Science: How Science Really Works: Modern Science: What’s changing?” by the University of California Museum of Paleontology
- “Is Pluto a Planet?” by *Smithsonian Magazine*
- “Galileo Galilei: Biography, Inventions & Other Facts” by Nola Taylor Redd from SPACE.com
- *NOVA: Telescope: Hunting the Edge of Space: “The Mystery of the Milky Way,”* minutes 22:23 – 29:01 by NOVA
- *The 13 Planets: The Latest View of the Solar System* by David A. Aguilar
- *Giants of Science: Isaac Newton:* chapter eight by Kathleen Krull
- *Hidden Figures, Young Readers’ Edition* by Margot Lee Shetterly
- “Her Code Got Humans on the Moon - And Invented Software Itself” by Robert McMillan
- “Meet Annie Easley, the barrier-breaking Mathematician who helped us explore the solar system” by Dan Samorodnitsky from Massive Science
- “Who Won the Space Race?” from TedEd
- “What’s an Engineer?” from Crash Course Kids

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about scientists, scientific texts, and background on Newton and Galileo can be found here: <https://learnzillion.com/wikis/136638-the-making-of-a-scientist-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the “Additional Materials” tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will

read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- science, scientist, scientific
- translate, translator, translated, translating
- motivate, motivator, motivating, motivated
- experience, experiences, experiencing, experienced

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>5</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>6</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>7</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>8</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

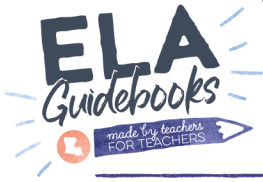
- consider reviewing The Writing Revolution<sup>©</sup> strategies taught in the unit using new context and tools such as the Student Reference Guides, ELA Guidebook Grammar Guide and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>5</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>6</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>7</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>8</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>



## Wonderstruck

### About this Unit

By the end of this unit, students will have read texts about different forms of communication in order to understand how effective communication leads to strong relationships.

The main text students will read in this unit is *Wonderstruck* by Brian Selzinck, which is a novel that focuses on the importance of communication. The novel contains two stories, one written and the other illustrated, that connect the two main characters and their struggle with being deaf. Throughout the unit, students will determine events in each part of the story where communication was important, identify outcomes of each event and compare and contrast the roles various characters had in each event. At the end of the unit, students will be asked to write a literary analysis in response to how the details and illustrations of *Wonderstruck* help to develop the following theme: Effective communication develops strong relationships.

### Unit Texts

In this unit, students will read the following texts:

- *Wonderstruck* by Brian Selzinck
- *The Handmade Alphabet* by Laura Rankin
- *Wonder* by RJ Palacio
- *The Collection of Essays Illuminating the World of Wonderstruck: "The History of Deaf Culture and Sign Language"* by Carol Padden and Tom Humphries
- *The Story of My Life "Part I, Chapter IV"* by Helen Keller

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the deaf culture, communication, and settings in *Wonderstruck* can be found here: <https://learnzillion.com/wikis/171092-wonderstruck-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - history, histories, historic, historical, historically, historicalness, anti-historical, antihistorically, anti-historicalness, unhistorical
  - communicate, communication, communicative, communicating

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>9</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>10</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>11</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>12</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider reviewing The Writing Revolution<sup>©</sup> strategies taught in the unit using new context and tools such as the Student Reference Guides, ELA Guidebook Grammar Guide and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>9</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>10</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>11</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>12</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## The Lion, the Witch and the Wardrobe

### About this Unit

By the end of this unit, students will have read an assortment of fiction texts and used them to help recognize the features of the fantasy genre. Students will also uncover their themes.

The main text students will read in this unit is *The Lion, the Witch and the Wardrobe* by C. S. Lewis, where a girl named Lucy finds a wardrobe that transports her to a magical world called Narnia. Throughout the unit, students will explore the motivations of various characters and recognize how storytelling can change with different narrative points of view. At the end of the unit, students will be asked to write a scene from the point of view of a new narrator.

### Unit Texts

In this unit, students will read the following texts:

- *The Lion, the Witch and the Wardrobe* by C. S. Lewis
- *The Lion, the Witch, and the Wardrobe: One Act* adapted by Don Quinn
- *Finding Narnia: The Story of CS Lewis and His Brother* by Caroline McAlister
- “Fantasy” from Britannica Kids
- *The Secret Garden: “The Robin Who Showed the Way”* by Frances Hodgson Burnett
- *Alice’s Adventures in Wonderland: “Chapter I: Down the Rabbit-Hole”* by Lewis Carroll
- “Growing Up in the Second World War” from Imperial War Museums

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about words and phrases people use in England, the historical setting of *The Lion, the Witch and the Wardrobe*, and how to recognize patterns in a sentence can be found here:

<https://learnzillion.com/wikis/159506-the-lion-the-witch-and-the-wardrobe-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the “Additional Materials” tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - courage, courageous, courageousness, encourage, encouraging
  - curious, curiosity, curiousness, curio
  - history, histories, historic, historical, historically, historicalness, anti-historical, anti-historically, anti-historicalness, unhistorical

#### Support for Reading



An audio recording of *The Lion, the Witch and the Wardrobe* is available at <https://www.amazon.com/Lion-Witch-Wardrobe-Chronicles-Narnia/dp/B0009NS97Y>.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>13</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>14</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>15</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>16</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider reviewing The Writing Revolution<sup>®</sup> strategies taught in the unit using new context and tools such as the Student Reference Guides, ELA Guidebook Grammar Guide and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>13</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>14</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>15</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>16</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## Shutting Out the Sky

### About this Unit

By the end of this unit, students will have read literary and informational texts to understand how members of a culture meld into communities while trying to maintain cultural identity and honor their ancestors.

The main text students will read in this unit is *Shutting Out the Sky* by Deborah Hopkinson which tells the story of five immigrant children who lived in the tenements of New York City between 1880 and 1924. Throughout the unit, students will determine the main idea of the text and express understanding of these ideas by explaining how the ideas are supported through the texts and by experiencing and documenting their own development of a classroom community. At the end of the unit, students will be asked to form an opinion about if the American dream was worth the sacrifices described in the unit texts.

### Unit Texts

In this unit, students will read the following texts:

- *Shutting Out the Sky* by Deborah Hopkinson
- *Coming to America: The Story of Immigration* by Betsy Maestro
- *Seedfolks*: "Kim," "Ana," "Wendell," "Gonzales," "Leona," "Sam," "Virgil," "Sae Young," "Curtis," "Nora," "Amir," and "Florence" by Paul Fleischman
- *Coming to America: A New Life in a New Land*: excerpts by Rose Romano, edited by Katharine Emsden
- "The New Colossus" by Emma Lazarus
- *Letters from Rifka* by Karen Hesse
- "What is a Sonnet" from Wonderopolis
- "Coming to America: New York's Immigrants" from Discovery Education
- "Map of New York City" Google Maps

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the history of immigration, tenement living, and America as a melting pot can be found here: <https://learnzillion.com/wikis/171093-shutting-out-the-sky-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - history, histories, historic, historical, historically, historicalness, anti-historical, anti-historically,

- anti-historicalness, unhistorical
- migrate, migrant, immigrant, emigrant, migration, immigration

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>17</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>18</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>19</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>20</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider reviewing The Writing Revolution<sup>©</sup> strategies taught in the unit using new context and tools such as the Student Reference Guides, ELA Guidebook Grammar Guide and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>17</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>18</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>19</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>20</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>