

| Unit Name | Unit Description |
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| <u>“The Making of a Scientist”</u> | 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. |
| <u>The Birchbark House</u> | 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. |
| <u>The Lion, the Witch and the Wardrobe</u> | 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 and discuss the history and use of special effects in movies to begin 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. |
| <u>Wonderstruck</u> | 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. |
| <u>Shutting Out the Sky</u> | 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 and by experiencing and documenting their own development of a classroom community. |

“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 explanatory 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
- “Giant Telescopes of Tomorrow” by Peter Tyson from NOVA
- “New Theory: Galileo discovered Neptune” by Robert Roy Britt from SPACE.com
- “Galileo: Sun-Centered System” by PBS
- “Quarter of Americans Convinced Sun Revolves Around Earth, Survey Finds” by Liz Fields (ABC News)
- *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
- *The Templeton Twins Have An Idea: Book 1* by Ellis Weiner

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 checklist¹ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list² to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions³ 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 stories⁴ and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [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.

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

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

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

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

The Birchbark House

About this Unit

By the end of this unit, students will have read literary and informational texts to analyze the effect 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
- *Ice Age*, clips by Michael J. Wilson
- *The First Americans: Prehistory-1600 (A History of US, Book 1)*, chapters three, four, nine, and 15-16 by Joy Hakim
- *Pedro's Journal* by Pam Conrad
- *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
- Excerpt from "A Letter to the Treasurer of Spain" by Christopher Columbus
- "The Columbian Exchange"
- "Columbus" by Joaquin Miller
- "Images of Christopher Columbus and His Voyages" by The Library of Congress

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 checklist⁵ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list⁶ to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions⁷ 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 stories⁸ and choice boards to reinforce expectations and support communication.

Support for Writing

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- 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.

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

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

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

⁸ <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 Secret Garden: "The Robin Who Showed the Way"* by Frances Hodgson Burnett
- *Alice's Adventures in Wonderland: "Chapter I: Down the Rabbit-Hole"* and *"Chapter XII: Alice's Evidence"* by Lewis Carroll
- "The History of Special Effects" by NOVA Online (PBS.org)
- "A Brief History of Movie Special Effects" by TIME
- "Alice in Wonderland – Visual Effects Highlights" from YouTube
- "Adventures of Isabel" by Ogden Nash
- "How Special Effects Artists Work" by Dave Roos

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 checklist⁹ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list¹⁰ to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions¹¹ 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 stories¹² and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [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.

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

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

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

¹² <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
- *The Phantom Tollbooth*: excerpts from chapter seven by Norton Juster
- *Maniac Magee*: "Before the Story" and chapters one and 22 - 31 by Jerry Spinelli
- *Frindle*, excerpts by Andrew Clements
- *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, ant-ihistorically,

- 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 checklist¹³ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list¹⁴ to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions¹⁵ 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 stories¹⁶ and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [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.

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

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

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

¹⁶ <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 write an essay that explains the meaning of the title and how the meaning relates to two main ideas of the text.

Unit Texts

In this unit, students will read the following texts:

- *Shutting Out the Sky* by Deborah Hopkinson
- *The Arrival* by Shaun Tan
- *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
- "Both Community and Garden Grow in Seedfolks" by All Things Considered from NPR
- *Coming to America: A New Life in a New Land: excerpts from "Of Thee We Sing: Immigrants and American History,"* by Dale Steiner, "The Statue of Liberty," and "I Thought I Heard My Mother," by Rose Romano, edited by Katharine Emsden
- "Statue of Liberty Reopens After Sandy Damage" by Tina Susman from the *Los Angeles Times*
- "What 'Lady Liberty' and Ellis Island Mean Today" by National Geographic
- "The New Colossus" by Emma Lazarus

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 checklist¹⁷ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list¹⁸ to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions¹⁹ 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 stories²⁰ and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [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.

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

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

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

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