

# Unit #3: The Birth of a Nation

Content Area: **Language Arts**  
Course(s): **Grade 5**  
Time Period: **Second Trimester**  
Length: **5-6 Weeks**  
Status: **Published**

## Unit Overview

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“The Birth of a Nation” was selected for a five to six week unit of study.

Students will read several accounts of events before and after the American Revolution. They will discover how our nation was born through reading about the courage and bravery of historical figures. This thematic unit will incorporate social studies and language arts content. The writing focus is opinion.

## STAGE 1- DESIRED RESULTS

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The following goals, as outlined in the NJSLS, will provide a framework for preparation and instruction in English Language Arts:

1. Understands the key ideas and details as well as the craft and structure of literary and informational texts.
2. Integrates the knowledge and ideas found in fiction and nonfiction.
3. With prompting and support, reads and comprehends literature and informational texts at grade level text complexity or above.
4. Knows and applies grade level phonics and word analysis skills.
5. Reads with accuracy and fluency to support comprehension.
6. Writes and produces a variety of text types for a range of purposes.
7. Researches topics to build and present knowledge.
8. Writes routinely over extended time frames.
9. Participates in a variety of rich and structured conversations.
10. Presents knowledge and ideas in a variety of ways.
11. Gains control over many conventions of standard English grammar, usage and mechanics.
12. Uses grade-appropriate words by determining the meaning (and multiple meanings) and expands their content-area vocabulary

## Interdisciplinary Connections

Refer to 3-5 Career Readiness, Life Literacies, and Key Skills supporting document on OnCourse.

## 2016 New Jersey Students Learning Standards- Language Arts

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### \* Reading Literature Text

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#### Key Ideas and Details

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| LA.RL.5.1 | Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.           |
| LA.RL.5.2 | Determine the key details in a story, drama or poem to identify the theme and to summarize the text.   |
| LA.RL.5.3 | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

#### Craft and Structure

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| LA.RL.5.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.        |
| LA.RL.5.5 | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| LA.RL.5.6 | Describe how a narrator's or speaker's point of view influences how events are described.  |

#### Integration of Knowledge and Ideas

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| LA.RL.5.7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| LA.RL.5.8 | (Not applicable to literature)   |
| LA.RL.5.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context,  |

and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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## **Range of Reading and Level of Text Complexity**

LA.RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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## **\* Reading Informational Text**

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### **Key Ideas and Details**

LA.RI.5.1

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

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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### **Craft and Structure**

LA.RI.5.4

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

LA.RI.5.5

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

LA.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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### **Integration of Knowledge and Ideas**

LA.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

LA.RI.5.8

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

LA.RI.5.9

Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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## **Range of Reading and Level of Text Complexity**

LA.RI.5.10

By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **\* Reading Foundations Skills**

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### **Phonics and Word Recognition**

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LA.RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

LA.RF.5.3.A

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Fluency**

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LA.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

LA.RF.5.4.A

Read grade-level text with purpose and understanding.

LA.RF.5.4.B

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

LA.RF.5.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **\* Writing**

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Scope and Sequence for Journeys writing attached.    Pacing links to the units.

### **Text Types and Purposes**

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LA.W.5.1

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

LA.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

LA.W.5.1.B

Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

LA.W.5.1.C

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

LA.W.5.1.D

Provide a conclusion related to the opinion presented.

LA.W.5.2

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

LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.

## **Production and Distribution of Writing**

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LA.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

## **Research to Build and Present Knowledge**

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LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
LA.W.5.9.B	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses

reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

## **Range of Writing**

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LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## **\* Speaking and Listening**

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## **Comprehension and Collaboration**

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LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## **Presentation of Knowledge and Ideas**

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LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **\* Language**

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## Conventions of Standard English

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LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.5.2.B	Use a comma to separate an introductory element from the rest of the sentence.
LA.L.5.2.C	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
LA.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.

## Knowledge of Language

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LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

## Vocabulary Acquisition and Use

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LA.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.

LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
LA.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Essential Questions

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- **How does conflict lead to change?**
- **How much does change cost?**
- **When should you take a stand?**

## Enduring Understanding

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- **they can learn about history through reading both fiction and non-fiction**
- **opinions can be formulated through reading informational text**
- **that they can support their opinions with facts and reasons**
- **point of view influences the way historical events are recounted**

## Students will know...

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- how to identify causes and effects in historical fiction.
- how to ask questions about people and events.
- how to identify fact and opinion.
- that a simile is a comparison between two unlike things using the word *like* or *as*.
- that tone is an author's attitude toward his or her subject and that the author chooses specific words and details to convey this attitude.
- how to draw conclusions based on details in the text and their own prior knowledge.
- that authors use a sequence-of-events text structure to present historical events in time order.
- how to use text evidence to explain the relationships between historical events the author describes.



- how to compare and contrast to understand relationships between people, events, and ideas.

### **Students will be able to...**

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- summarize a text using only major ideas and events.
- write an opinion piece
- present their finding orally
- work effectively in small groups

### **STAGE 2- EVIDENCE OF LEARNING**

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### **Formative Assessment Suggestions**

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- 3- Minute Pause
- A-B-C Summaries
- Analogy Prompt
- Choral Response
- Debriefing
- Edmentum
- Exit Card / Ticket
- Hand Signals
- Idea Spinner
- Index Card Summaries
- Inside-Outside Circle Discussion (Fishbowl)
- Journal Entry
- Misconception Check
- Observation
- One Minute Essay
- One Word Summary
- Portfolio Check
- Questions & Answers
- Quiz

- Self-Assessment
- Student Conference
- Think-Pair-Share
- Web or Concept Map

## **Summative Assessments Suggestions**

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- DRA
- DRA Progress Monitoring
- Cold Reads
- Teacher-Created assessments
- Unit Tests
- Published writing samples
- Performance Based Tasks
- WTW Spelling Inventories
- Heggerty PA
- Edmentum

## **Alternative Assessments Suggestions**

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- Center Work
- Project Based Learning
- Writing Templates
- Thoughtful Tools for Assessment

## **Benchmark Assessments**

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- Journeys Benchmark Assessments

## **STAGE 3- LEARNING PLAN**

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## **Instructional Map**

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**Activities:**

- Analyze an opinion paragraph
- Plan an opinion essay focusing on voice and using convincing words
- Analyze a problem and solution composition
- Plan a problem-solution composition with focus on organization
- Analyze the features of a persuasive letter
- Plan a persuasive letter using graphic organizer and focusing on ideas being presented.
- Use four square maps to focus on domain-specific words
- Have round table discussions focusing on using evidence from text to support character analysis
- Research the Boston Tea Party and have students write about how they might have felt about the tea tax
- Practice writing an outline of a specific part of the text with a partner
- Use graphic organizers to determine types of figurative language
- Use note cards to present information to the audience
- Use graphic organizer to draw conclusions and make generalizations
- Make timeline of events for historical texts
- Have group discussion using text evidence to support opinions
- Dramatize an event speaking clearly and loudly as well as using a tone of voice to fit your character
- Use graphic organizers to analyze sequence of events
- Create word web to enhance vocabulary use
- Use Venn diagrams to compare and contrast
- Practice a persuasive speech with a partner
- Use rubrics to self-assess

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## **Modifications/Differentiation of Instruction**

## **Modification Strategies**

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### Differentiation Strategies for Special Education Students

- Remove unnecessary material, words, etc., that can distract from the content
- Use of off-grade level materials
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Time allowed
- Level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Varied homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Ability to work at their own pace
- Present ideas using auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment
- Differentiated checklists and rubrics, if available and appropriate

### Differentiation Strategies for Gifted and Talented Students

- Increase the level of complexity
- Decrease scaffolding
- Variety of finished products
- Allow for greater independence
- Learning stations, interest groups
- Varied texts and supplementary materials
- Use of technology
- Flexibility in assignments
- Varied questioning strategies
- Encourage research
- Strategy and flexible groups based on formative assessment or student choice
- Acceleration within a unit of study
- Exposure to more advanced or complex concepts, abstractions, and materials

- Encourage students to move through content areas at their own pace
- After mastery of a unit, provide students with more advanced learning activities, not more of the same activity
- Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas

### Differentiated Strategies for ELL Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials, including visuals
- Use technology, if available and appropriate
- Differentiate homework and products
- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language.
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Allow students to work at their own pace
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Role play
- Provide graphic organizers, highlighted materials
- Strategy and flexible groups based on formative assessment

### Differentiation Strategies for At Risk Students

- Remove unnecessary materials, words, etc., that can distract from the content
- Provide appropriate scaffolding
- Limit the number of steps required for completion
- Gradually increase the level of independence required
- Tiered centers, assignments, lessons, or products
- Provide appropriate leveled reading materials
- Deliver the content in “chunks”
- Varied texts and supplementary materials
- Use technology, if available and appropriate
- Differentiate homework and products

- Varied questioning strategies
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports, if available and appropriate
- Provide multiple learning opportunities to reinforce key concepts and vocabulary
- Meet with small groups to reteach idea/skill
- Provide cross-content application of concepts
- Presenting ideas through auditory, visual, kinesthetic, & tactile means
- Provide graphic organizers and/or highlighted materials
- Strategy and flexible groups based on formative assessment

## 504 Plans

Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:

- walk, breathe, eat, or sleep
- communicate, see, hear, or speak
- read, concentrate, think, or learn
- stand, bend, lift, or work

Examples of accommodations in 504 plans include:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

- Extended Time
- Frequent Breaks
- Highlighted Text
- Interactive Notebook
- Modified Test
- Oral Directions

- Peer Tutoring
- Preferential Seating
- Re-Direct
- Repeated Drill / Practice
- Shortened Assignments
- Teacher Notes
- Tutorials
- Use of Additional Reference Material
- Use of Audio Resources

## **High Preparation Differentiation**

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- Alternative Assessments
- Choice Boards
- Games and Tournaments
- Group Investigations
- Guided Reading
- Independent Research / Project
- Interest Groups
- Learning Contracts
- Leveled Rubrics
- Literature Circles
- Menu Assignments
- Multiple Intelligence Options
- Multiple Texts
- Personal Agendas
- Project Based Learning (PBL)
- Stations / Centers
- Think-Tac-Toe
- Tiered Activities / Assignments
- Varying Graphic Organizers

## **Low Preparation Differentiation**

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- Choice of Book / Activity
- Cubing Activities
- Exploration by Interest (using interest inventories)
- Flexible Grouping
- Goal Setting With Student

- Homework Options
- Jigsaw
- Mini Workshops to Extend Skills
- Mini Workshops to Re-teach
- Open-ended Activities
- Think-Pair-Share by Interest
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Learning Style
- Think-Pair-Share by Readiness
- Use of Collaboration
- Use of Reading Buddies
- Varied Journal Prompts
- Varied Product Choice
- Varied Supplemental Materials
- Work Alone / Together

## **Horizontal Integration- Interdisciplinary Connections**

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### **Social Studies: American History**

Tell students that the uniforms of the soldiers of the Continental Army varied, depending on which colony their regiment was from. Often soldiers have to supply their own uniforms, which for some was a financial hardship. Work with students to identify the various components of the uniform. Discuss why soldiers need uniforms. Then ask students to identify advantages and disadvantages of this particular uniform.

### **Social Studies/Math: Taxation**

Just as the colonists did, Americans today pay taxes. Tax money has a special purpose. Use the internet to research both a national and state tax. Find out which of the government agencies are that are responsible for collecting taxes and for what the collected taxes are used.

SOC.6.1.5.CivicsPI.2

Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).

SOC.6.1.5.HistorySE.2

Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

## **Vertical Integration- Discipline Mapping**

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The curriculum map in Grades 1 – 5 focus on several domains that are developed and reviewed across units. Life science, community, social relationships, cultures and are all domains that are spiraled across the grades.

- In life science students explore animals by learning about how they communicate, their traits, habitats, life cycles and behaviors.
- Students will learn the functional processes of a community including community types, and active



membership.

- Students will explore social relationships. They will find out what is important about being a friend, become aware of their feelings and emotions, gain appreciation for differences and unique characteristics of others. Including the identity and acceptance of the LGBTQ+ community.
- Cultural awareness is heightened through developing in-depth knowledge of history, traditional stories, historical figures and documents, and traditions.
- American History is presented through texts that include the settling and agricultural challenges faced in the west by pioneers, character traits of successful leaders and inventors, and the opinions that led to the fight for freedom and development of the American government

## **Additional Materials**

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### **Suggested Resources & Materials:**

#### Journeys Paired Selections

- *Dangerous Crossing/Revolution and Rights*
- *Can't You Make Them Behave, King George?/Tea Time!*
- *They Called Her Molly Pitcher/A Spy for Freedom*
- *James Forten/Modern Minute Man*
- *We Were There, Too!/Patriotic Poetry*

#### Guided Reading

- Journeys Leveled readers (Below, On, Above, ELL and Vocabulary Readers)
- Reading A-Z leveled texts
- Scholastic Leveled Readers

#### Independent Reading/Research

- 100 Book Challenge Books
- Various newspapers & magazines
- Readworks texts

#### Writing

- Journeys Writing Curriculum (see attached document)

## Websites

- [www.fcrr.org](http://www.fcrr.org)
- [www.quizlet.com](http://www.quizlet.com)
- [www.newsela.com](http://www.newsela.com)
- [www.commonlit.org](http://www.commonlit.org)
- [www.readinga-z.com](http://www.readinga-z.com)
- [www.readworks.org](http://www.readworks.org)
- [www.readwritethink.org](http://www.readwritethink.org)
- [www.professorgarfield.com](http://www.professorgarfield.com)