

5th Reading Workshop Unit 2A Character Study and Poetry (Weeks 11-18)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **9 Weeks**
Status: **Published**

Unit 2A Character Study and Poetry

Unit Rationale

After working through the basic foundational skills in module one, students will continue to explore fiction texts, getting to know characters at a deeper level. Students will push themselves to have big ideas about characters, noticing and wondering about their wonders, intentions, and life lessons. Students will apply and build upon skills such as citing evidence, touched upon in previous units. Students can also compare and contrast characters and themes, drawing connections across books. Working across texts is an important fifth-grade skill as it is both a standard and a state-tested skill. This unit also contains a mini poetry unit, emphasizing interpreting literary devices and strategies for synthesizing poetry. This experience with poetry gives students an opportunity to work with figurative language and the structure of poetry, also important standards and state tested content.

SEL Competencies

SEL.PK-12.1	Self-Awareness
SEL.PK-12.1.1	Recognize one's feelings and thoughts
SEL.PK-12.1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
SEL.PK-12.1.3	Recognize one's personal traits, strengths, and limitations
SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.2	Self-Management
SEL.PK-12.2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3	Social Awareness
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings

SEL.PK-12.4	Responsible Decision-Making
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SEL.PK-12.5	Relationship Skills
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
SEL.PK-12.5.5	Identify who, when, where, or how to seek help for oneself or others when needed

Essential Questions

How do readers get to know characters at a deeper level?

How do readers grow ideas about characters?

How can I develop theories not just about the main characters in a novel but also about the minor characters, wondering how they influence the main character?

How can I notice other things that influence the main characters too, like the setting, and wonder why things are the way they are in a story?

How do readers determine what life lessons the characters have learned in the books they read?

How do readers use mechanics and literary devices to make meaning when reading poetry?

How do readers use strategies to think deeply through poetry?

How do readers use various strategies to interpret and synthesize poetry?

21st Century Life and Career

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Pre-Assessments

Fountas and Pinnell Benchmark Assessment and Reading Records

CommonLit Benchmark

Instructional Plan

[Unit 2: Structures of Text and Point of View Module A: Character Study & Poetry](#)

Written Responses

Student Learning Intentions

1 Today I will learn to quote accurately from a text in order to make relevant connections when explaining what the text says explicitly

2 Today I will learn to make relevant connections to a text when drawing inferences and quote accurately to prove my thinking

I Can Statements

I can... quote from a text to draw connections.

I can... make connections when I infer.

Instructional Strategies and Activities

Graphic Organizers

RACE Method

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Independent entries in Reading Notebook

RACE response

Writing About Reading response

Conferencing feedback and notes

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

Instructional Materials and Resources

Heinemann Resources

Jeniffer Servallo Texts and Resources

Fountas and Pinnell Guided Reading

Scholastic Resources

BrainPop

Elementary Balanced Literacy Drive

Compare and Contrast

Student Learning Intentions

- 1 Today I will be learning that specific details in a text are used to compare or contrast two or more characters
- 2 Today I will compare and contrast two or more characters in a story or drama, drawing on specific details in the text
- 3 Today I will be learning that specific details in a text are used to compare or contrast two or more settings or events
- 4 I will compare and contrast two or more settings in a story or drama, drawing on specific details in the text
- 5 I will compare and contrast two or more events in a story or drama, drawing on specific details in the text

I Can Statements

- I can... compare and contrast characters.
- I can... compare and contrast characters using specific details.
- I can... compare and contrast settings or events.
- I can... compare and contrast settings using specific details.
- I can... compare and contrast events using specific details.

Instructional Strategies and Activities

- Turn & Talk
- Active Listening
- Graphic Organizer
- Venn Diagram
- Talk Between and Across
- Provide background knowledge
- Direct Instruction
- Gradual release
- Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Writing About Reading response

Conferencing feedback and notes

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

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Vocab and Structure

Student Learning Intentions

1 Today I will learn to determine the meaning of words as they are used in a text

2 Today I will learn to determine the meaning of figurative language phrases, such as metaphors and similes, as they are used in a text

3 Today I will learn to explain how a series of chapters fit together to provide the overall structure of a particular story

4 Today I will learn to explain how a series of scenes fits together to provide the overall structure of a particular drama

5 Today I will learn to explain how a series of stanzas fit together to provide the overall structure of a poem

I Can Statements

I can... figure out the meaning of challenging words.

I can... figure out the meaning of figurative language phrases.

I can... explain how chapters fit together in a story.

I can... explain how scenes fit together in a drama.

I can... explain how stanza fit together in a poem.

Instructional Strategies and Activities

Turn & Talk

Active Listening

Graphic Organizer

Venn Diagram

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

NJDOE sample texts and questions

Writing About Reading response

Conferencing feedback and notes

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

Instructional Materials and Resources

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Scholastic Resources

BrainPop

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Point of View

Student Learning Intentions

1 Today I will be learning that a narrator's or speaker's point of view influences how events are described

2 Today I will learn to describe how a narrator's point of view influences how events are described

3 Today I will learn to describe how a speaker's point of view influences how events are described

I Can Statements

I can... determine how point of view influences events.

I can... describe how a narrator's point of view influences how events are described.

I can... describe how a speaker's point of view influence how events are described.

Instructional Strategies and Activities

Turn & Talk

Active Listening

Graphic Organizer

Venn Diagram

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Writing About Reading response

Conferencing feedback and notes

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

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Elementary Balanced Literacy Drive

Theme

Student Learning Intentions

1 Today I will am learning that stories can have similar themes, topics and patterns of events

2 Today I will compare and contrast on the treatment of similar themes in stories

3 Today I will reflect on the treatment of topics in stories

I can statements

I can...study and notice theme.

I can... compare and contrast themes.

I can... reflect on important topics in my reading.

Instructional Strategies and Activities

Turn & Talk

Active Listening

Jotting

Graphic Organizer

Venn Diagram

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Annotations

Conferring with the teacher

Writing About Reading response

Conferencing feedback and notes

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

Instructional Materials and Resources

Heinemann Resources

Jeniffer Servallo Texts and Resources

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Quoting Poetry

Student Learning Intentions

1 Today I will learn to quote accurately from a text in order to make relevant connections when explaining what the text says explicitly

2 Today I will learn to make relevant connections to a text when drawing inferences and quote accurately to prove my thinking

I Can Statements

I can... quote from a poem to make connections.

I can... prove my inferences using a quote from the text.

Instructional Strategies and Activities

Turn & Talk

Active Listening

Jotting

Graphic Organizer

Venn Diagram

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Annotations

Conferring with the teacher

Writing About Reading response

Conferencing feedback and notes

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

Observation

Turn and talks

Active reading logs/journals

Open Ended Question

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Analyzing Poetry

Student Learning Intentions

- 1 Today I will learn to explain how a series of stanzas fit together to provide the overall structure of a poem .
- 2 Today I will learn to determine the meaning of words as they are used in a text.
- 3 Today I will learn to determine the meaning of figurative language phrases, such as metaphors and similes, as they are used in a text.
- 4 Today I will am learning that stories can have similar themes, topics and patterns of events.
- 5 Today I will compare and contrast on the treatment of similar themes in stories.

I Can Statements

- I can... explain how stanzas fit together in a poem.
- I can... figure out the meaning of words using a poem.
- I can... determine the teaming of figurative language phrases in a poem.
- I can... study theme in poetry.
- I can... compare and contrast theme is poetry.

Instructional Strategies and Activities

Highlighting Unknown Words

Turn & Talk

Active Listening

Jotting

Graphic Organizer

Venn Diagram

Talk Between and Across

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Whole class reading

Independent reading

Group work

Video Analysis

Questioning

Cooperative Learning

Formative Assessments

Poetry packets

Annotations

Conferring with the teacher

Writing About Reading response

Conferencing feedback and notes

Entrance/Exit slips

Reading checks/quizzes

Student conferences

Class discussions

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Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how

much time they have to complete an assignment.

Students with 504 Plans

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just

may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

See Crosswalks

New Jersey Student Learning Standards: Content Area

ELA.L.RF	Foundational Skills: Reading Language Phonics and Word Recognition
ELA.L.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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
ELA.L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
ELA.L.RF.5.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.WF	Foundational Skills: Writing Language

Sentence Composition (Grammar, Syntax, and Punctuation)

ELA.L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
ELA.L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context.
ELA.R	Reading
ELA.RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
ELA.L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELA.RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
ELA.RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
ELA.RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
ELA.SL.PE.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.
ELA.SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
ELA.SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
ELA.SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.5.CI	Creativity and Innovation
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand

	one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.GCA	Global and Cultural Awareness
TECH.9.4.5.IML	Information and Media Literacy
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
	Collaborating digitally as a team can often develop a better artifact than an individual working alone.
	Different digital tools have different purposes.
	Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.

Integration of Computer Science and Design Thinking New Section

CS.3-5.IC	Impacts of Computing
CS.3-5.ITH	Interaction of Technology and Humans
	Data can be organized, displayed, and presented to highlight relationships.

Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math

ELA.L.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
	History, Culture, and Perspectives: Understanding Perspectives
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
	Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.