

5th Writing 2024-2025 Unit 2 Informational Feature Article (Weeks 7-13)

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

Unit 2 Feature Article Informational

Unit Rationale

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Information Writing: Feature Articles on Topics of Personal Expertise is the second unit of fifth grade. . As informational writing represents one third of the fifth grade writing standards and is tested by the NJSLA, this is an important unit. Therefore, this is the first of two informational writing units for fifth grade students. This feature article unit allows students to write about their personal knowledge and expertise as well as the opportunity to research. Students will have an opportunity to choose a topic, research, draft, revise, and edit a feature article. Students will learn how to organize their research utilize transitions to organize their reasons and evidence. Students will have an opportunity to make decisions about text features and the structure and tone of their article. These skills will be used later again in upcoming opinion/essay and informational units. Therefore, this article article lays the groundwork for future fifth grade units, as well as the life long skill of researching, organizing, and presenting information.

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 an 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

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.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
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.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

Essential Questions:

What is the purpose of a feature article?

Why write about informational topics or personal expertise in your notebook?

Why are the introduction and conclusion so important to an article?

Why research a topic you are already an expert on?

What is the best way to organize a feature article?

Pre-Assessments

[5th Informational Pre-Assessment On Demand](#)

[Informational Rubric 5th](#)

Instructional Plan

Indicators:

- Writers collect, record, and then choose a topic of personal expertise to grow in their Writer's Notebook.
- Writers craft an introduction that provides an overview of the topic and write a conclusion that leaves the reader thinking.
- Writers develop and elaborate a topic of personal expertise with research in order to write a feature article.
- Writers group information and related ideas into paragraphs and utilize transitions to organize their reasons and evidence.
- Writers are able to write feature articles with accuracy, clarity, utilizing figurative language, and proper use of conventions.

Grammar:

- Grammar Concepts to Teach:
 - Transitional Phrases/Clauses Emphasizing Comma Usage

- Grammar Concepts to Revisit:
 - Underlining and Italics When Citing Books/Articles
 - Quotations: Lifting a Line and Citing
- Grammar Concepts Already Mastered:
 - Use commas and quotation marks to mark quotations from a text
 - Use information/explanatory specific words
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Organize texts by forming paragraphs

[Feature Article Lessons](#)

[Feature Article Resources](#)

[Informational Learning Progressions and Rubrics](#)

Feature Article Collecting

Collecting

Student Learning Intentions or We are learning to ... (WALT)

WALT collect topics of personal expertise.

WALT explore important topics of personal expertise through books and videos.

WALT write about topics of personal expertise.

Student Success Criteria ... “I can statements”

I can... list topics that I know a lot about.

I can... research topics that I know a lot about through videos and books

I can... write entries in my notebook about topics that I know a lot about.

Instructional Strategies and Activities

Provide background knowledge

Direct Instruction

Gradual release

Video instruction

Shared Writing

Independent writing

Group work

Video/Text Analysis

Questioning

Cooperative Learning

Formative Assessments

Entrance/Exit slips

Writing checks/quizzes

Post It Notes

Student conferences

Class discussions

Observation

Turn and talks

Active Writing Notebooks

Color Coding of Writing

Instructional Materials and Resources

Heinemann Unit Resources

Jeniffer Servallo Texts and Resources

Elementary Balanced Literacy Drive

BrainPop

Reflections and Suggested Modifications

Feature Article Developing

Developing A Feature Article

Student Learning Intentions or We are learning to ... (WALT)

WALT plan a feature article by creating categories/subtopics.

WALT find resources to research a top of personal expertise.

WALT research to include facts, definitions, concrete details, and quotations to explain a topic.

Student Success Criteria ... “I can statements”

I can... read books about my topic and take notes.

I can... watch videos about my topic and take notes.

I can... organize my research in a way that makes sense.

I can...include facts, definitions, details, and quotations in my research.

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Reflections and Suggested Modifications

Feature Article Drafting

Drafting A Feature Article

Student Learning Intentions or We are learning to ... (WALT)

WALT draft a feature article.

WALT make decisions about formatting, structure, headings, grouping, and elaboration to convey meaning and importance.

WALT include facts, specifically names, dates, and places, using domain-specific vocabulary.'

Student Success Criteria ... “I can statements”

I can...draft a feature article using research.

I can...organize my draft by topic.

I can... make sure I use specific facts and domain-specific vocabulary when I draft.

Instructional Strategies and Activities

Provide background knowledge

Direct Instruction

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Reflections and Suggested Modifications

Feature Article Revising

Revising For A Feature Article

Student Learning Intentions or We are learning to ... (WALT)

WALT revise a feature article.

WALT revise to convey meaning, importance, and bias.

WALT revise by adding an introduction that grabs the reader's attention and lets the reader know what the piece or section is about.

WALT provide a concluding section that may include questions about the subject, a final insight, or suggestions for future action.

WALT use technology to add graphics, images, and text features to my text.

Student Success Criteria ... “I can statements”

I can... add missing information to my text.

I can... take away boring, repetitive, or unnecessary information from the text.

I can... add an introduction that grabs the reader’s attention and lets them know what the text will be about.

I can... add a conclusion that restates what the text was about and suggests a future action.

I can... use technology to add graphics, images, and text features to my text.

I can... revise using a checklist.

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Reflections and Suggested Modifications

Feature Article Editing

Editing A Feature Article.

Student Learning Intentions or We are learning to ... (WALT)

WALT edit a feature article.

WALT to spell and capitalize domain-specific vocabulary correctly.

WALT edit to use commas correctly

Student Success Criteria ... “I can statements”

I can... edit to capitalize proper nouns and headings.

I can... edit to make sure the text is spelled correctly.

I can... edit to make sure commas are used correctly, avoiding run-on sentences.

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Reflections and Suggested Modifications

Feature Article Publishing

Publishing A Feature Article

Student Learning Intentions or We are learning to ... (WALT)

WALT publish feature articles.

WALT present our feature article to our class.

Student Success Criteria ... “I can statements”

I can... finalize my article, making sure it's my best work.

I can... share my article with my class by reading a portion of it out loud.

I can... celebrate my published article!

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Reflections and Suggested Modifications

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

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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

Sentence Composition (Grammar, Syntax, and Punctuation)

ELA.L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
ELA.L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
ELA.L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
ELA.L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
ELA.L.WF.5.2.D	Distinguish between frequently confused words.
ELA.L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
ELA.L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
ELA.L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
ELA.L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
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.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.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.W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
ELA.W.IW.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 aid in comprehension.
ELA.W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
ELA.W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
ELA.W.IW.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
ELA.W.IW.5.2.E	Provide a conclusion related to the information of explanation presented.
ELA.W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELA.W.WP.5.4.A	Consider audience, purpose, and intent before writing.
ELA.W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
ELA.W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
ELA.W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
ELA.W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
ELA.W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL	Speaking and Listening
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.
ELA.SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Integration of Career Readiness. Life Literacies and Key Skills

TECH.9.4.5.CI	Creativity and Innovation
TECH.9.4.5.CT	Critical Thinking and Problem-solving
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.6	Model integrity, ethical leadership and effective management.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

Integration of Computer Science and Design Thinking

CS.K-12.1	Fostering an Inclusive Computing and Design Culture
CS.K-12.2	Collaborating Around Computing and Design
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities. Computing devices may be connected to other devices to form a system as a way to extend their capabilities.

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

SOC.K-4.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.K-4.1.3	Critical Thinking
SOC.K-4.1.3.2	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
SOC.K-4.1.4	Presentational Skills
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.