LMS ELA 5 Unit 2 Copied from: 5th Grade, Copied on: 10/30/25

Content Area: **ELA**
Course(s):
Time Period: **MP2**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Informational

Theme: Change

Anchor Text: Informational Articles

"Adaptation"
"Humanity will find ways to adapt to climate change"

Writing Genre Focus: Informative/Explanatory

Pacing Guide: Unit 2

Pre-assessment: Unit 2

Benchmark: Unit 2

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or

	listening.
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.
L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
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.
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.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
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).
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RI.TS.5.4	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.
RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.
W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
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.
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.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.PI.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.

Weekly Structure

Day One		Day Two		Day Three		Day Four		D
Reading Focus		Reading Focus		Reading Focus		Writing Focus		W
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activ
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do N
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writi Mini-Le
Small Group Instruction	45 minutes	Small Group Instruction	45 minutes	Small Group Instruction	45 minutes	Small Group Instruction/ Individual Conferences	45 minutes	Small Instruc Indivi Confer
Closure	10 minutes	Closure	10 minutes	Closure	10 minutes	Closure	10 minutes	Clos

*Note: If a week is shortened, adjust this schedule to keep the 3:2 ratio (3 days of reading focus and 2 days of writing focu

Rationale

This unit delves into the theme of Change. The recommended texts for this unit include various informational articles from district approved sources. Students will engage in reading, writing, and discussions exploring the causes and impacts of changes at global and personal levels. By the conclusion of the unit, students will demonstrate their understanding of the theme of change by synthesizing examples from both fiction and non-fiction texts. They will be able to articulate their thoughts, incorporate the ideas of others, and compare and contrast elements across different texts. Additionally, students will produce clear and coherent writing pieces tailored to specific tasks, purposes, and audiences.

Mastery will be evaluated through a benchmark assessment focusing on students' ability to analyze and compare the overall structure of informational texts and interpret multiple perspectives on the same event, considering differing author viewpoints. Furthermore, this unit will assess students' proficiency in informative/explanatory writing, emphasizing their ability to explore topics thoroughly and effectively convey ideas and information.

Enduring Understandings

Overarching Understanding

Accepting change is important for personal growth and for communities to progress, helping people and

groups adapt and improve over time.

Content Specific	Skills Specific
• How we interact with others can greatly affect our lives. • People can either accept or resist change, which affects how they think about themselves and others. • Change can bring both good and bad results. • Accepting change means understanding others and showing empathy, which helps communities work together and stay strong.	• Good readers learn about characters, places, or events by comparing and contrasting details from different stories, helping them understand how acceptance affects change. • Skilled writers use descriptive words to create strong feelings and pictures in readers' minds, making themes like acceptance easier to understand and relate to. • Effective writers organize their writing well by starting and ending their stories clearly and using smooth transitions, which helps them explain complicated ideas about acceptance and change.

Essential Questions

Overarching Understanding

Why is change necessary in life and society?

Is change always beneficial? How does change contribute to growth?

Content Specific	Skills Specific
• How do relationships with others influence personal growth and change? • What factors or events can lead to significant changes in individuals or communities? • What are the positive and negative effects of change on individuals and society?	• How can comparing and contrasting elements of a text help us better understand the themes of acceptance and change? • How do effective writers use descriptive language and engaging details to maintain their audience’s interest? • How do writers use organizational techniques such as introductions, transitions, and conclusions to ensure clarity and coherence in their writing about acceptance and change?

Key Resources

Newsela paired texts:

- Adaptation
- Humanity will find ways to adapt to climate change

(this symbol indicates text that can be used for climate change instruction)

Informational Texts from district-approved resources

Fountas and Pinnell Interactive Read Aloud (IRA) Books:

- Giant Squid
- King of the Sky
- Rikki-Tikki-Tavi
- Malala/Iqbal
- Cod's Tale
- Salt
- Birds
- Titanic
- White Water

Supplementary Resources

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Activities	Resources	Assessment

November	3-4	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. 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. RI.CR.5.1 Quote accurately	SWBAT demonstrate their knowledge of informational reading by taking a pre-assessment. SWBAT identify the characteristics of a text dependent question. SWBAT evaluate the impact of various textual evidence sentence starters. SWBAT demonstrate their knowledge of informative/explanatory writing by taking a pre-assessment.	Reading Mini-lessons: • Informational Reading Pre-assessment • What is a Text Dependent Question (TDQ)? • Review & rank textual evidence sentence starters Writing Mini-lessons: • Informative/Explanatory Writing Pre-assessment	• Instructional Workshop Model Suggested Activities/Groups	• Blank TDQ (Text-Dependent Question) Template • Citing Textual Evidence Sentence Starters • Grades 5-8 Informative/Expository Holisitic Writing Rubric	• LinkIt! pre-assessment - reading • Informative/Explanatory writing pre-assessment

		from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.					
		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. 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.	SWBAT evaluate the impact of various explanations when answering TDQs. SWBAT identify the different parts of R.A.C.E. in a teacher's model. SWBAT compare and contrast an author's approach to two informational texts on the same topic. SWBAT identify the characteristics of an informative/explanatory essay.	Reading Mini-lessons: • Review & Rank Explanations in TDQs • Teacher model answering a TDQ using R.A.C.E. • Compare/ Contrast author's approach to two informational texts on same topic Writing Mini-lessons: • Characteristics of Informative/Explanatory exemplar essay • Review brainstorm process from exemplar essay	• Instructional Workshop Model Suggested Activities/Groups	• Article 1 - Adaptation • Article 2 - Humanity will find ways to adapt to climate change • The "E" in R.A.C.E. - Micro Progression (Superman Example) • The "E" in R.A.C.E. - Micro Progression (Central Idea Example) • Informative/Explanatory Exemplar	• Suggested Formative Reading Assessments

		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. RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informative/explanatory texts to examine a topic and	SWBAT analyze the brainstorming process for an informative/explanatory essay.				

		convey ideas and information clearly. 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.					
December	1-2	SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). RL.CI.5.2. Determine	SWBAT identify the central idea of an informational text. SWBAT recognize how key details support the central idea. SWBAT summarize	Reading Mini-lessons: • Identify central idea of a text • Support central idea with key details • Summarize text, including the central idea and key details	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Article 1 - Adaptation • Article 2 - Humanity will find ways to adapt to climate change	• Suggested Formative Reading Assessments

		the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.SE.5.6. Gather relevant	the text by distilling the main idea and supporting details into a concise form. SWBAT deconstruct a research simulation writing prompt. SWBAT to paraphrase information from their sources in their notes.	Writing Mini-lessons: • Introduce the unit's Research Simulation • Research Simulation Graphic Organizer for article 1 and article 2			

		information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. 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.					

		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.					
		L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and	SWBAT determine the meaning of unknown words by using context clues. SWBAT identify at least three informational text structures in various texts. SWBAT determine the text	Reading Mini-lessons: • Types of context clues found in informational texts • Types of informational text structures • Signal words that show text structure Writing Mini-lessons • Synthesize similarities and	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Article 1 - Adaptation • Article 2 - Humanity will find ways to adapt to climate change	• Suggested Formative Reading Assessments

		domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. RI.TS.5.4. 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. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and informatio	structure of a text by recognizing signal words. SWBAT synthesize similarities and differences in two articles on the same topic. SWBAT draft the first body paragraph of their Research Simulation essay.	differences in two articles • Model body paragraph 1			

		n clearly. 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. 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.					
	3-4	L.KL.5.1. Use	SWBAT clarify the	Reading Mini-	• Inst ruct	• Research Simulatio	• Suggested Formative

		knowledge of language and its conventions when writing, speaking, reading, or listening. 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). RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course	meaning of multiple-meaning words found in a text. SWBAT compare and contrast two scientific texts on a similar topic. SWBAT explain how different events, topics, or concepts are related or interact with each other. SWBAT construct their body paragraphs by using informational elaboration techniques. SWBAT revise their body paragraphs	lessons: • Multiple-meaning words (ie. rise, generation) • Comparing and contrasting two texts • Relationships within a text (ie. cause & effect) Writing Mini-lessons: • Elaboration techniques in informational writing (ie. including information such as examples, details, dates, and quotes) • Transitions for informational writing	ional Workshop Model Suggested Activities/Groups	n Graphic Organizer • Article 1 - Adaptation • Article 2 - Humanity will find ways to adapt to climate change	Reading Assessments

		of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.WP.5.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning,	by adding informational writing transitions.				

		revising, editing, rewriting, or trying a new approach. 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.					
		L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VI.5.3. Demonstrate understand	SWBAT identify and explain the meaning of at least two types of figurative language in texts. SWBAT compare and contrast the structure	Reading Mini-lessons: • Figurative Language (personification and hyperbole) • Comparing and contrasting structures of two texts • Author's	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Article 1 - Adaptation • Article 2 - Humanity will find ways to adapt to climate change	• Suggested Formative Reading Assessments

		ing of figurative language, word relationships, and nuances in word meanings. RI.TS.5.4. 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. RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and	of two texts discussing similarities and differences. SWBAT identify the author's purpose for writing a text. SWBAT revise their essay by adding word choices that have an effect on their reader. SWBAT revise their essay by varying their sentence structure to engage their reader.	purpose Writing Mini-lessons: • Deliberate word choices • Varying sentence structure			

		evidence support which point(s). W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. 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.					
January	1-2	RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.WP.5.4	SWBAT explain how an author uses reasons and evidence to support their claim in a text. SWBAT evaluate the strength of an author's evidence by how well the evidence supports their main points. SWBAT compose an engaging hook for their essay.	Reading Mini-lessons: • Identifying an author's claim and their supporting points • Evaluating the strength of an author's evidence Writing Mini-lessons: • Engaging hooks for essay writing • Model introduction paragraph	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Article 1 - Adaptation • Article 2 - Humanity will find ways to adapt to climate change	• Suggested Formative Reading Assessments

		With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. W.RW.5.7 Write routinely over extended time frames (time for research and revision) and shorter time	SWBAT construct an introductory paragraph for their essay.				

		frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
		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. RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connection	SWBAT identify the meaning of an unknown word by using affixes and roots as clues. SWBAT construct a short answer response to a TDQ by using the R.A.C.E. model. SWBAT compose an engaging conclusion paragraph for their essay. SWBAT construct a conclusion paragraph	Reading Mini-lessons: • Affixes and roots (ie. prefix, suffix, roots within the anchor texts) • Revisit answering TDQs using R.A.C.E. model and two anchor texts Writing Mini-lessons: • Engaging ways to conclude an essay • Model conclusion paragraph	• Instructional Workshop Model Suggested Activities/Groups	• Research Simulation Graphic Organizer • Article 1 - Adaptation • Article 2 - Humanity will find ways to adapt to climate change	• Suggested Formative Reading Assessments

		s when drawing inferences from the text. 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. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.WP.5.4 With guidance and support from peers and adults, develop	for their essay.				

		and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. SL.PI.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.					
	3-4	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. L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.	• Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals		• End of MP Reflection • Informative/Explanatory Writing Rubric	• LinkIt! Benchmark MP 2 • End of MP Reflection

		meanings. 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. RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course					

		of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. RI.TS.5.4. 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. RI.AA.5.7. Explain					

		how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.CT.5.8. Compare and contrast the authors' approaches across two or more informatio nal texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey ideas and informatio					

		n clearly. W.RW.5.7 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.					
		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	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the	Enrichment & Intervention Week (based on BM 2 data): • Enrichment project • Intervention groups			

		texts, building on others' ideas and expressing their own clearly. 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. L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	unit's standards by participating in a teacher-led small group.				

		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. RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining					

		the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. RI.TS.5.4. 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. RI.AA.5.7. Explain how an author uses					

		reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					

		W.RW.5.7 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.					

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Acquire and use grade-appropriate vocabulary. Command of standard English grammar and usage. Determine meaning of words/phrases in texts. Understand figurative language, word relationships, nuances. Describe characters, settings, events using details. Compare/contrast stories in the same genre.	Expand vocabulary with domain-specific words and phrases. Apply grammar rules in informative/explanatory writing. Determine and clarify meaning of domain-specific vocabulary in informational texts. Apply understanding of word relationships and nuances to analyze informational texts. Quote accurately from informational texts and draw inferences. Explain relationships/interactions between individuals, events, ideas, or concepts in

	informational texts. Integrate information from multiple texts on the same topic.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

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.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.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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.CRP12.1	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.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

5-PS1-3	Make observations and measurements to identify materials based on their properties.
6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.