Number the Stars & Elly: My True Story of the Holocaust

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

Unit Overview

Students will answer questions about the text with strong support by quoting from the text directly or making inferences from the text when necessary. Students will pay attention to the author's word choice, understand the meaning of those words, and determine the meaning of figurative language used by the author to paint a picture in the reader's mind. Students will gain an understanding of historical events and read about them in different genres (such as plays or scripts) and from different points of view. Students will continue to build skills with quoting directly from a text but will begin pulling information from multiple sources to defend their opinion. Lessons in this unit satsify Holocaust curricular requirements.

Enduring Understandings

Summarize and determine important information to synthesize.
Reading is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts.
Standard grammar and usage are important in making writing clear.
Explain the relationship between several characters and events in history.
References from texts provide evidence to support opinions made about why and how the text was developed and considers the content, organization, and form.
Answer questions by synthesizing information from various sources.
Authors make intentional word choices that are designed to produce a desired effect on the reader.
Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect.
Text features, text structures, and characteristics associated with different genres help the reader's ability to make meaning of the text.
Developing vocabulary improves reading comprehension and involves knowledge of context clues and word structure.
Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make writing clear.

Essential Questions

What can individuals do to help shape a new government?
How can people's differences of opinion lead to a revolution?
How do individual acts of bravery shape history?
What events or feelings would lead someone to fight for freedom?
How are patriotism and courage related?
How has the performing arts been influenced by history?
How does conflict impact the characters, plot, and theme of a reading?

How do authors help us draw comparisons between life today and life in another time period?
What literary devices help the reader gain a deeper understanding?
How can non-fiction text help readers better understand the events in historical fiction?
How and why are structure and mechanics important to writing?

Learning Objectives

Determine the cause and effect within a text
Find roles of visual elements and text and graphic features
Determine and understand facts and opinions
Identify and properly use tone
Identify and correctly use idioms
Understand how theatre and plays portray historical events.
Continue working with conclusions and generalizations and domain-specific vocabulary
Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect
Explain historical events in a comprehensive way
Distinguish between main ideas and details
Use flashbacks and foreshadowing to make predictions about the story
Discuss and identify story themes
Distinguish several different genres of fiction, including historical fiction, short stories, novel, folktale/legend/myth, and drama
Students will read Number the Stars & Elly: My True Story of the Holocaust (Holocaust)

Standards: Content

L	Language
L.RF	Foundational Skills: Reading Language
	Phonics and Word Recognition
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
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.5.4.A	Read grade-level text with purpose and understanding.
L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF	Foundational Skills: Writing Language
	Sentence Composition (Grammar, Syntax, and Punctuation)
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices.
L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent.
L.WF.5.2.D	Distinguish between frequently confused words.
L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
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?).
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.VL.5.2.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.
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.
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
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	Writing
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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.WP.5.4.A	Consider audience, purpose, and intent before writing.
W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
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.
W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
SL	Speaking and Listening
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.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Standards: Interdisciplinary

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.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Assessment Evidence

Formative	Class discussions, "my student interactive" workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.

Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Microsoft Office 365, Computers, Internet, Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, CommonLit.org, ReadWorks.org, Khan Academy, Leveled Readers, Novel, Number the Stars & Elly: My True Story of the Holocaust (Holocaust),

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
X	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
X	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		