

Unit Name	Unit Description
<b><u>Stories Julian Tells</u></b>	Students read literary and informational texts to learn that stories and books are important for learning about themselves and others. Students understand that storytelling can be a way to connect them to others and pass on family history and traditions. Students express their understanding by explaining how characters learn lessons through their experiences with one another and by writing their own story based on illustrations.
<b><u>Because of Winn-Dixie</u></b>	Students read literary and informational texts to understand the value of companionship, the joy of finding friends in unexpected places, and the significance of building a community of different perspectives. Students express their understanding by explaining how characters change throughout <i>Because of Winn-Dixie</i> based on the relationships formed throughout the book. Students also engage in independent reading of texts based on similar themes to further develop their understanding.
<b><u>Cajun Folktales</u></b>	Students read literary and informational texts to learn how storytelling can be entertaining as well as educational. Students develop an understanding of Louisiana history and culture as well as character and theme development. Students express their understanding by writing stories modeled after the anchor and related texts using information gained about Louisiana.
<b><u>Louisiana Purchase</u></b>	Students read literary and informational texts to learn about the Louisiana Purchase and the characteristics of pioneers during this time period. While exploring these texts, including quotes from primary source documents, students develop their understanding of narrative writing and make connections between sentences and paragraphs in a text. Students express their understanding of the Louisiana Purchase by explaining the events leading up to the acquisition of the territory and the results of those events.
<b><u>Treasure Island</u></b>	Students read both literary and informational texts about different types of treasure, the ways people hunt for treasure, and the various treasures which have been found, lost, and stolen over time. Through discussions, writing, and research, students understand and express their understanding of why people hunt for treasure and what people are willing to do to get treasure.

## Stories Julian Tells

### About this Unit

By the end of this unit, students will have read literary and informational texts to learn how reading and storytelling can be adventures that connect them to diverse people and places.

The main text students will read in this unit is *Stories Julian Tells* by Ann Cameron which contains six different stories that the narrator, Julian, tells about his life. Students will see how Julian's life is affected by his family, his imaginative mind, and his ability to get himself into trouble. Throughout the unit, Julian is growing up and learning from his mistakes. He learns how to take responsibility for his actions, how to be a better big brother, and that anyone can be a friend. At the end of the unit, students will be asked to write an essay about the central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*.

### Unit Texts

In this unit, students will read the following texts:

- *The Stories Julian Tells* by Ann Cameron
- *The Bee Tree* by Patricia Polacco
- *My Librarian is a Camel: How Books are Brought to Children Around the World* by Margriet Ruurs
- *The Red Book* by Barbara Lehman
- *The Fantastic Flying Books of Mr. Morris Lessmore* by William Joyce
- *More Stories Julian Tells: "I Learn Firefighting" ("I Wish for Smokey the Bear," "Superboy and Me," and "Huey Makes the Leap")* by Ann Cameron

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about countries in *My Librarian is a Camel*, narrative writing, and oral storytelling can be found here: <https://learnzillion.com/wikis/136633-stories-julian-tells-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - adventure, adventuring, adventureful
  - habit, habits, habitual, habiting, habited
  - trouble, troubled, troubling, in trouble

- situate, situated, situation, resituate
- wonder, wondered, wonderer, wonderless, wonderful

### Support for Reading

An audio recording of *The Bee Tree* is available at

<https://mobile.audible.com/pd/Kids/The-Bee-Tree-Audiobook/B078S82LDF>.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>1</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>2</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>3</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>4</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

---

<sup>1</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>2</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>3</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>4</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## ***Because of Winn-Dixie***

### **About this Unit**

By the end of this unit, students will understand the value of companionship and the joy of finding friends in unexpected places.

The main text students will read in this unit is *Because of Winn-Dixie* by Kate DiCamillo, about a lonely girl named Opal who, although she is new to town, somehow makes friends everywhere she goes, beginning with a stray dog she finds at the grocery store that she names Winn-Dixie. Throughout the unit, students will describe characters, discuss character traits, identify changes in characters over time and explain how characters' actions and speech move a story forward to demonstrate the theme. At the end of the unit, students will be asked to write an essay to discuss how Opal and another character from *Because of Winn-Dixie* interact and change through the series of events in the novel and what central message or lesson can be learned by reading *Because of Winn-Dixie*.

### **Unit Texts**

In this unit, students will read the following texts:

- *Because of Winn-Dixie* by Kate DiCamillo
- *Unlikely Friendships for Kids: The Dog & The Piglet: And Four Other Stories of Animal Friendships* by Jennifer S. Holland
- *Amos & Boris* by William Steig
- *The Cricket in Time Square*, pages 11-15 from chapter two by George Selden
- *Owen and Mzee: The True Story of a Remarkable Friendship* by Isabella Hatkoff, Craig Hatkoff, and Paula Kahumbou

### **Possible Supports**

#### **Support for Background Knowledge**

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in reading stories within a story and defining companionship and community can be found here:

<https://learnzillion.com/wikis/159502-because-of-winn-dixie-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### **Support for Language**

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - friend, friendly, friendship, friendless, befriend, friendliness
  - fortunate, fortunately, congregation, congregate

- mutter, muttering, muttered
- lonely, lonesome

### Support for Reading

An audio recording of *Because of Winn-Dixie* is available at

<https://www.audiobooks.com/audiobook/because-of-winn-dixie/160122>.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>5</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>6</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>7</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>8</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

---

<sup>5</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>6</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>7</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>8</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## Cajun Folktales

### About this Unit

By the end of this unit, students will have read literary and informational texts to learn how storytelling can be entertaining as well as educational and develop an understanding of Louisiana history and culture.

The main text students will read in this unit is *Lapin Plays Possum: Trickster Tales From the Louisiana Bayou* by Sharon Arms Doucet, which is a collection of trickster tales involving a Lapin, a quick witted and conniving rabbit, and Bouki, an often out-witted neighbor. Throughout the unit, students will explore Louisiana Cajun culture and elements of folktales. At the end of the unit, students will be asked to write an essay stating and supporting their opinion on whether a rabbit is a good animal to play the role of a trickster.

### Unit Texts

In this unit, students will read the following texts:

- *The Cajun Experience*, video, from the History Channel
- *The Tale of Peter Rabbit* by Beatrix Potter
- “The Trickster Tricked” retold by S.E. Schlosser
- Social studies textbook
- *Lapin Plays Possum: Trickster Tales From the Louisiana Bayou* by Sharon Arms Doucet
- *Dear Peter Rabbit* by Alma Flor Ada
- *Tops and Bottoms* by Janet Stevens
- *Writer’s Toolbox: Learn How to Write Letters, Fairy Tales, Scary Stories, Journals, Poems, and Reports* by Nancy Loewen
- *The Classic Tales of Brer Rabbit*: Introduction and “Brer Fox, Brer Rabbit, and the Tar Baby” by Don Daily and Joel Chandler Harris

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Cajun culture in Louisiana, elements of folktales, and common Creole French words can be found here: <https://learnzillion.com/wikis/136625-cajun-folktales-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the “Additional Materials” tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- harvest , harvesting, harvests, harvestable, harvestability, harvestless, half-harvested, postharvest
- debt, debted, debting, debtless, superdebt
- profit, profiting, profited, profitable, profiter, profitless, proprofit
- bargain, bargained, bargaining, bargainer, bargainable, outbargain
- opportune, opportunity, opportunities, opportuned, opportuning,

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>9</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>10</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>11</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>12</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>9</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>10</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>11</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>12</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## The Louisiana Purchase

### About this Unit

By the end of this unit, students will have read information and literary texts about the Louisiana Purchase to understand the characteristics of American pioneers, the events leading up to the acquisition of the Louisiana Territory, and the results of those events.

The main text students will read in this unit is *The Louisiana Purchase: Would You Close the Deal?* by Elaine Landau which explores the decisions that shaped the Louisiana Purchase. Throughout the unit, students will analyze the perspectives of Jefferson, Livingston and Napoleon to better understand the events leading up to the Louisiana Purchase. At the end of the unit, students will be asked to write an essay describing the events leading up to the Louisiana Purchase and the results of those events.

### Unit Texts

In this unit, students will read the following texts:

- *The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)* by Elaine Landau
- *The Louisiana Purchase: From Independence to Lewis and Clark*: excerpt by Michael Burgan
- *Lewis and Clark and Me: A Dog's Tale*: Introduction, chapter 6: "Buffalo" and chapter seven: "Kidnapped" by Laurie Myers
- *Mike Fink* by Steven Kellogg
- *Thunder Rose* by Jerdine Nolen
- *Swamp Angel* by Anne Isaacs
- *How We Crossed the West: The Adventures of Lewis and Clark* by Rosalyn Schanzer
- "The Happy Wanderer" by Frank Weir
- "Vikings & European Explorers: Ferdinand Magellan" by ReadWorks

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Louisiana Purchase, the Port of Orleans, and a timeline of the Louisiana territory can be found here: <https://learnzillion.com/resources/124381-louisiana-purchase-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.



- explore, explorers, exploring, explored
- empire, emperor
- settled, settler, settling, settle, settlement
- revolt, revolution
- colony, colonist, colonial

### Support for Reading

An audio recording of “The Happy Wanderer” is available at

<https://music.apple.com/us/album/the-happy-wanderer-remastered-single/412039775>.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>13</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>14</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>15</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>16</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student’s teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>13</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>14</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>15</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>16</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## Treasure Island

### About this Unit

By the end of this unit, students will have read texts about different types of treasures to understand why people hunt for treasure and what they are willing to do to get treasure.

The main text students will read in this unit is *Treasure Island* (Classic Starts Series), by Robert Louis Stevenson which tells the story of Jim Hawkins, a young boy who watches over an inn in an English seaside town with his mother and his gravely ill father. Jim goes on an adventure to locate a treasure to help his mother and rebuild their inn. Jim faces many challenges, but he stays dedicated to helping his mother and friends. Throughout the unit, students will explore various types of treasure and the things people will do to get treasure. At the end of the unit, students will be asked to write an essay that introduces their opinion about how Jim's feelings change in *Treasure Island*.

### Unit Texts

In this unit, students will read the following texts:

- *Treasure Island* (Classic Starts Series) by Robert Louis Stevenson
- *Magic Tree House Fact Tracker: Pirates*: chapter six: Pirate Treasure by Will Osborne and Mary Pope Osborne
- *The Mona Lisa Caper* by Rick Jacobson
- *Finding the Titanic* by Robert Ballard
- "Treasure" by the Louisiana Department of Education
- "The Day the Mona Lisa was Stolen" by Craig Roland from Art Junction
- "Geocaching Fact Sheet" by Groundspeak
- "Kids Were Onboard the Titanic, Too" by Marylou Tousignant
- *Do California!*: "The Gold Rush" by Splashpublications.com
- "Geocaching: World's Greatest Treasure Hunt," video, by RomeReports.com

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about pirates, treasure, and motivation can be found here:

<https://learnzillion.com/wikis/159522-treasure-island-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

#### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- investigate, investigation, investigated
- inspect, inspector, inspection, inspected
- value, valuable, evaluate
- notify, notifying, notified, notification

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>17</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>18</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>19</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>20</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>17</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>18</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>19</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>20</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>