

**Engage NY- Taught with Journeys Common Core ©2014  
Grade 5**

Module Description/Skills	Journeys Readings/Skills
<p><b>Module 1: Stories of Human Rights</b> Focus: Becoming a Close Reader and Writing to Learn</p>	
<p><b>Module Description:</b></p>	
<p>What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges.</p>	<p>One lesson in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> focuses on working to change the world for the better. Unit 4, Lesson 19 examines how individuals can make a difference in their community.</p> <p><b>Lesson 19 Topic: Community Involvement</b></p> <p><b>Unit 4:</b> Preview the Topic: Community Involvement, T241; <i>Darnell Rock Reporting</i>, T242–T255; <i>Volunteer!</i> T262–T265; Vocabulary Reader: <i>From Parking Lot to Garden</i>, T288–T289; Write About Reading (Opinion Writing), T259; Leveled Readers: <i>Saving the General</i>, T293, <i>Another View</i>, T294, <i>The Old Tree</i>, T295</p>
<p>They then study <i>Esperanza Rising</i>, applying their new learning about human rights as one lens through which to interpret character and theme.</p>	<p>The <i>Journeys Common Core</i> is designed to get students thinking, talking, reading, and writing about text in a way that supports learning and fosters a love of reading. Comprehension skills are embedded with the teaching of each literary selection in the program.</p> <p><b>Unit 1:</b> Characterization, T99, T138; Theme, T105, T106–T107, T333, T336–T337</p> <p><b>Unit 4:</b> Characterization, T251, T282, T327, T360; Theme, T333, T334–T335</p>

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<p>Finally, students revisit the text and themes of the UDHR and <i>Esperanza Rising</i> as they prepare and perform a Readers Theater.</p>	<p>Students have many opportunities to perform in Readers Theater and Plays in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i>. See the following examples:</p> <p><b>Unit 1:</b> Reader’s Theater, T36–T39; Play, T92–105; Vocabulary Reader: <i>Presenting: The Play!</i>, T144–T145</p> <p><b>Unit 3:</b> Play, T194–T197</p> <p><b>Unit 5:</b> Play, T338–T341</p>
<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 1: Stories of Human Rights.</b>	
<p>RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>Unit 1:</b> Story Structure, T16–T17; Summarize, T22, T26; Theme, T105, T106–T107, T333, T336–T337</p> <p><b>Unit 4:</b> Summarize, T240–T241, T244, T248; Theme, T333, T334–T335</p>
<p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>Unit 2:</b> Cause and Effect, T23, T34–T35, T176</p> <p><b>Unit 3:</b> Explain Historical Events, T255, T262–T263</p> <p><b>Unit 5:</b> Technical Text, T40, T42, T44; Analyze the Text: Explain Historical Events, T325; Dig Deeper, T332–T333</p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Unit 2:</b> Informative Writing, T58–T61, T132–T135, T208–T211, T356–T359; Research and Media Literacy, T347</p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>	<p><b>Unit 1:</b> Narrative Writing, T52–T55, T358–T361</p> <p><b>Unit 4:</b> Narrative Writing, T130–T133, T202–T205, T356–T359</p>

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<p><b>Module 2A: Biodiversity in Rainforests of the Western Hemisphere</b>            Focus: Researching to Build Knowledge and Teaching Others</p>	
<p><b>Module Description:</b></p>	
<p>This module (which could be used in conjunction with a study of Latin America) features a close read of <i>The Most Beautiful Roof in the World</i>, which describes the work of scientists documenting rainforest biodiversity. Students build knowledge about the rainforests and how scientists closely observe the natural world to then help them communicate their research.</p>	<p>Students examine Conservation and their role as a protector of the environment in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i>.</p> <p><b><u>Lesson 8 Topic: Conservation</u></b>  <b>Unit 2:</b> <i>Everglades Forever</i>, T172–T185; <i>National Parks of the West</i>, T182–T195; Vocabulary Reader: <i>Mangrove Swamp</i>, T218–T219; Leveled Reader: <i>Guardian of the Everglades</i>, T222</p> <p><b><u>Lesson 6 Topic: Wild Animals</u></b>  <b>Unit 2:</b> Leveled Readers: <i>On the Trail of Rain Forest Wildlife</i>, T73, <i>Mad for Marsupials!</i> T74, <i>Animals in the Rain</i>, T75</p>
<p>They then do a case study of Meg Lowman, the researcher featured in <i>The Most Beautiful Roof in the World</i>.</p>	<p>Marjory Stoneman Douglas was an activist who worked to protect the Everglades for over 50 years. Students explore her perseverance and courage as she brought attention to this natural treasure.</p> <p><b>Unit 2:</b> <i>Everglades Forever</i>, T172–T185; Leveled Reader: <i>Guardian of the Everglades</i>, T222</p>

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<p>Finally, students examine the qualities of field guides and journals, research either ants or butterflies of the rainforest, and produce an informational report and a field journal–style page for younger readers.</p>	<p>Why is it important to research and protect endangered animals? This is the Essential Question students explore in Unit 2, Lesson 6 of Houghton Mifflin Harcourt’s <i>Journeys Common Core</i>.</p> <p><b>Lesson 6 Topic: Wild Animals</b></p> <p><b>Unit 2:</b> <i>Quest for the Kangaroo</i>, T18–T33; Vocabulary Reader: <i>The Lost World of Papua New Guinea</i>, T68–T69; Leveled Readers: <i>Kangaroos</i>, T72; <i>On the Trail of Rain Forest Wildlife</i>, T73, <i>Mad for Marsupials!</i> T74, <i>Animals in the Rain</i>, T75</p> <p>Students have opportunities to use research skills with the following:</p> <p><b>Unit 1:</b> Research and Media Literacy: Conduct Research to Solve a Problem, T43; Answer a Research Question, T275</p>
<p><b>Examples of NYS Common Core CCLS Standards Formally Assessed for Biodiversity in Rainforests of the Western Hemisphere.</b></p>	
<p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>Unit 2:</b> Research and Media Literacy: Investigate Different Aspects of a Topic, T49; Integrate Information from Multiple Texts, T347</p> <p><b>Unit 3:</b> Compare Texts, T197</p> <p><b>Unit 5:</b> Compare Texts, T267</p>
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><b>Unit 3:</b> Opinion Writing, T56–T59, T136–T139, T210–T213, T360–T353</p> <p><b>Unit 5:</b> Opinion Writing, T132–T135, T206–T209</p>

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W.5.3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	<b>Unit 1:</b> Narrative Writing, T52–T55, T358–T361 <b>Unit 4:</b> Narrative Writing, T130–T133, T202–T205, T356–T359
L.5.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	<b>Unit 1:</b> Prefixes, T122–T123 <b>Unit 2:</b> Greek and Latin Roots, T270–T271 <b>Unit 3:</b> Greek and Latin Roots, T272–T273 <b>Unit 4:</b> Greek and Latin Suffixes, T266–T267
<b>Module 2B: Inventions that Changed Peoples Lives</b> Focus: Researching to Build Knowledge and Teaching Others	
<b>Module Description:</b>	
Students learn about new or improved technologies that have been developed to meet societal needs and how those inventions have changed people’s lives. They conduct authentic research to build their own knowledge and teach others through writing.	Many selections in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i> focus on science. Students can explore the scientific process in <i>Questioning Gravity</i> . In Unit 4 students explore creative inventions and how inventions have changed our lives.  <b>Unit 1:</b> <i>Questioning Gravity</i> , T36–T39  <b>Unit 4:</b> <i>From Dreams to Reality</i> , T114–T117; Vocabulary Reader: <i>That’s a Wacky Idea</i> , T140–T141; Leveled Readers: <i>Robot Rescue</i> , T144, <i>The Watch Girl</i> , T145, <i>Kendria’s Watch</i> , T147

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<p>Students read the graphic novel Investigating the Scientific Method with Max Axiom, Super Scientist as well as several informational articles about inventions in order to write a short opinion paragraph about which of the inventions they learned about has been most important to people and why.</p>	<p>Many opportunities for opinion writing exist in the program. Students can use the following material as starting point to complete this objective.</p> <p><b>Unit 3:</b> Opinion Writing, T56–T59, T136–T139, T210–T213, T360–T353</p> <p><b>Unit 5:</b> Opinion Writing, T132–T135, T206–T209</p>
<p>Students conclude the module by conducting research about one of two inventions, Garrett A. Morgan’s traffic light or the Wright brothers’ airplane in order to develop a narrative in the form of a graphic novelette about the invention they researched.</p>	<p>Students have opportunity to explore new and exciting technology with the following activity:</p> <p><b>Unit 4:</b> <i>From Dreams to Reality</i>, T114–T117; Compare Texts: Research Technology, T117</p> <p>Students have opportunities to integrate research skills with the following activities:</p> <p><b>Unit 1:</b> Research and Media Literacy: Conduct Research to Solve a Problem, T43; Answer a Research Question, T275</p> <p><b>Unit 2:</b> Research and Media Literacy: Investigate Different Aspects of a Topic, T49</p>

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<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 2B: Inventions that Changed Peoples Lives.</b>	
<p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Unit 1:</b> Speaking and Listening: Present a Multimedia Story Adaptation, T125</p> <p><b>Unit 3:</b> Analyze the Text: Visual Elements, T25; Dig Deeper, T32–T33</p> <p><b>Unit 4:</b> Analyze the Text: Visual Elements, T27; Dig Deeper, T30–T31</p> <p><b>Unit 5:</b> Analyze the Text: Visual Elements, T105; Dig Deeper, T110–T111</p>
<p>RI.5.5. 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.</p>	<p><b>Unit 2:</b> Compare Texts, T195, T343</p> <p><b>Unit 3:</b> Speaking and listening: Compare and Contrast Varieties of English, T271</p>
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>Unit 1:</b> Research and Media Literacy: Conduct Research to Solve a Problem, T43; Answer a Research Question, T275</p> <p><b>Unit 2:</b> Research and Media Literacy: Investigate Different Aspects of a Topic, T49</p> <p><b>Unit 3:</b> Research and Media Literacy: Research Early American Government, T47</p> <p><b>Unit 4:</b> Research and Media Literacy: Create a Multimedia Presentation, T121</p>

Module Description/Skills	Journeys Readings/Skills
<p><b>Module 3A: Sports and Athletes' Impact on Culture</b>            Focus: Considering Perspectives and Supporting Opinions</p>	
<p><b>Module Description:</b></p>	
<p>Students learn about the importance of sports in American culture. They read the challenging biography <i>Promises to Keep: How Jackie Robinson Changed America</i>, focusing on Robinson as a case study of an athlete who broke societal barriers.</p>	<p>Unit 1 in Houghton Mifflin Harcourt's <i>Journeys Common Core</i> includes selections that highlight the importance of sport in American culture.</p> <p><b>Unit 1:</b> Vocabulary Reader: <i>Sports and Motion</i>, T62–T63; Leveled Readers: <i>Games We Play</i>, T298; <i>Patsy Mink</i>, T299; <i>Title IX</i>, T300; <i>Patsy Mink and Title IX</i>, T301; <i>Baseball Blues</i>, T377; <i>Baseball Memories</i>, T379</p>
<p>They also analyze how Sharon Robinson provides evidence to support her opinions. Next, students research either Althea Gibson or Roberto Clemente, both of whom broke cultural barriers.</p>	<p>The <i>Journeys Common Core</i> is designed to get students thinking, talking, reading, and writing about text in a way that supports learning and fosters a love of reading. Students have opportunities to integrate research skills with the following activities:</p> <p><b>Unit 1:</b> Research and Media Literacy: Conduct Research to Solve a Problem, T43; Answer a Research Question, T275</p> <p><b>Unit 2:</b> Research and Media Literacy: Investigate Different Aspects of a Topic, T49</p> <p><b>Unit 4:</b> Research and Media Literacy: Create a Multimedia Presentation, T121</p>
<p>Finally, students write an opinion letter to a publishing company explaining the need for a biography about that athlete given his/her impact on society.</p>	<p><b>Unit 3:</b> Opinion Writing, T56–T59, T136–T139, T360–T353; Persuasive Letter, T210–T213</p> <p><b>Unit 5:</b> Opinion Writing, T132–T135, T206–T209</p>



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<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 3A: Sports and Athletes' Impact on Culture.</b>	
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Unit 3:</b> Research and Media Literacy: Create and Present a Timeline, T275 <b>Unit 4:</b> Speaking and Listening: Share and Summarize a Story, T43 <b>Unit 5:</b> Research and Media Literacy: Present Quantitative Information, T49
L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.	<b>Unit 2:</b> Grammar: Verbs, T54–T57 <b>Unit 3:</b> Verb Tenses, T132–T134; Present and Past Tense Verbs, T282 <b>Unit 4:</b> Simple Verb Tenses, T128
L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.	<b>Unit 3:</b> Grammar: Commas and Semicolons, T280–T283 <b>Unit 4:</b> Commas and Semicolons, T276 <b>Unit 5:</b> Commas and Semicolons, T130
L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	<b>Unit 4:</b> Grammar: Proper Mechanics and Writing Titles, T352–T355 <b>Unit 5:</b> Writing Titles, T278

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<b>Module 3B: TO COME</b> Focus: Considering Perspectives and Supporting Opinions	
<b>Module Description: TO COME</b>	
<i>NOTE: Although the module name and description have not yet been provided, we have shown some possible matches to the module focus of considering perspectives and supporting opinions.</i>	
Considering Perspectives and Supporting Opinions	<b>Unit 1:</b> Persuasive Text: <i>Vote For Me</i> , T194–T197 (students explore different perspectives and different opinions) <b>Unit 3:</b> Opinion Writing, T56–T59, T136–T139, T210–T213, T360–T353 <b>Unit 5:</b> Opinion Writing, T132–T135, T206–T209
<b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 3B.</b>	
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>Unit 3:</b> Text Focus: Multiple Accounts, T114, T118, T122; Compare Texts, T123 <b>Unit 5:</b> Compare Texts, T267
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>Unit 3:</b> Opinion Writing, T56–T59, T136–T139, T210–T213, T360–T353 <b>Unit 5:</b> Opinion Writing, T132–T135, T206–T209
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>Unit 1:</b> Research and Media Literacy: Conduct Research to Solve a Problem, T43; Answer a Research Question, T275 <b>Unit 2:</b> Research and Media Literacy: Investigate Different Aspects of a Topic, T49 <b>Unit 3:</b> Research and Media Literacy: Research Early American Government, T47 <b>Unit 4:</b> Research and Media Literacy: Create a Multimedia Presentation, T121

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L.5.1.D. Recognize and correct inappropriate shifts in verb tense.	<b>Unit 3:</b> Verb Tenses, T132–T134; Present and Past Tense Verbs, T282 <b>Unit 4:</b> Simple Verb Tenses, T128
<b>Module 4: Natural Disasters in the Western Hemisphere</b> Focus: Gathering Evidence and Speaking to Others	
<b>Module Description:</b>	
<p>This module integrates science and social studies content. Students read literature set during a natural disaster: the beautifully illustrated picture book <i>Eight Days: A Story of Haiti</i> and the novel <i>Dark Water Rising</i>. They analyze how the narrator’s perspective determines how events are described.</p>	<p>Two lessons focus on the effects of severe weather and natural disasters on our communities. Students read about the struggles of individuals who face these disasters with courage and will to survive.</p> <p><b>Lesson 9 Topic: Courage</b></p> <p><b>Unit 2:</b> <i>Storm Warriors</i>, T246–259; <i>Pea Island’s Forgotten Heroes</i>, T266–269; Vocabulary Reader: <i>Saved from the Sea</i>, T292–T293; Leveled Readers: <i>Sugaring Weather</i>, T296, <i>The River Kept Rising</i>, T297, <i>Night of the Killer Waves</i>, T298, <i>The Rising River</i>, T299</p> <p><b>Lesson 21 Topic: Extreme Environments</b></p> <p><b>Unit 5:</b> <i>Wild Weather</i>, T40–T45; Compare Texts: Write About Weather, T45; Present Information (Hurricanes and Tornadoes), T45</p>

Module Description/Skills	Journeys Readings/Skills
<p>Then, students conduct a short research project about Haiti and the Red Cross, and ultimately draft and revise an opinion speech in which they take a stand on what role humanitarian organizations should take when neighboring countries are struck by natural disasters. They deliver this speech to the class.</p>	<p>Students have many opportunities to conduct research and present information in Houghton Mifflin Harcourt’s <i>Journeys Common Core</i>.</p> <p><b>Unit 2:</b> Speaking and Listening: Report on a Text, T123  <b>Unit 4:</b> Research and Media Literacy: Create a Multimedia Presentation, T121  <b>Unit 5:</b> <i>Wild Weather</i>, T40–T45; Compare Texts: Write About Weather, T45; Present Information About Natural Disasters (Hurricanes and Tornadoes), T45; Speaking and Listening: Report on a Text, T197</p>
<p><b>Examples of NYS Common Core CCLS Standards Formally Assessed for Module 4: Natural Disasters in the Western Hemisphere.</b></p>	
<p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>Unit 2:</b> Your Turn, T262–T263  <b>Unit 3:</b> Speaking and Listening: Discuss Poetic Elements, T351  <b>Unit 4:</b> Point of View, T101, T108–T109  <b>Unit 5:</b> Point of View, T253, T259</p>
<p>SL.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.</p>	<p><b>Unit 1:</b> Speaking and Listening: Participate in a Debate, T201  <b>Unit 2:</b> Speaking and Listening: Report on a Text, T123  <b>Unit 4:</b> Research and Media Literacy: Create a Multimedia Presentation, T121  <b>Unit 5:</b> Speaking and Listening: Report on a Text, T197</p>
<p>L.5.2.A. Use punctuation to separate items in a series.</p>	<p><b>Unit 3:</b> Commas and Semicolons, T280–T283  <b>Unit 4:</b> Commas and Semicolons, T276  <b>Unit 5:</b> Commas and Semicolons, T130</p>