MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
5th GRADE ENGLISH LANGUAGE ARTS CURRICULUM

2016 ELA Standards with companion June 2020 NJSLS
Board Approval: August 18, 2022

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New Jersey English Language Arts Standards:
[2016 New Jersey Student Learning Standards - ELA](#)

2016 New Jersey Student Learning Standards for English Language Arts

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts; and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

The NJSLS-ELA feature the following elements:

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

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- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

Reading (NJSLA.R): Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing (NJSLA.W): Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening (NJSLA.SL): Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language (NJSLA.L): Conventions, effective use, and vocabulary

The Language anchor standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

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New Jersey Computer Science and Design Thinking Standards
[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

Pacing Guide

Topic	Unit #	Unit Length
Literary Analysis	1	9 weeks
Research Simulation	2	9 weeks
Narrative	3	11 weeks
Holocaust	4	7 weeks

Unit 1	
Unit Title	Literary Analysis
Reading Genre(s)	Realistic Fiction, Science Fiction, Informational Nonfiction, Narrative Nonfiction
Writing Tasks	Routine Writing and NJSLA Literary Analysis Task (LAT)
Recommended Pacing	9 weeks
Unit Summary	The Literary Analysis Unit will challenge students to find deeper-level meanings in a text by examining small portions and understanding how they affect the whole. To accomplish this,

	they will analyze poems, short dramas and/or novels that align to the New Jersey Student Learning Standards. Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge. During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year. During Literary Analysis Tasks, the expected strategy will incorporate the "I Do, We Do, You Do" approach. First, the teacher will model writing strategies for students. Then, the class will write a sample piece together as a whole group. Finally, students will write independently. Writing techniques will be taught through mini-lessons and modeling. Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments. Throughout this unit, students will practice key skills such as identifying main ideas and themes and distinguishing the similarities and differences. Students will also practice skills like determining key details, comparing and contrasting, point of view, text structure, and inferencing. Students will also focus on taking information from both fiction and nonfiction pieces to construct well-written, organized opinion pieces while learning the writing process and incorporating technology.
Career Readiness, Life Literacies, and Key Skills Standards	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

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	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). You can give back in areas that matter to you.

	• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. Culture and geography can shape an individual's experiences and perspectives. • 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
Computer Science and Design Thinking (Technology)	8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim **(Climate Change Standard)
Diversity, Equity, and Inclusion	In this unit, students will read the novel, "A Long Walk to Water," which intertwines the stories of two characters Nya and Salva. Students will learn about life for children in South Sudan, struggles characters faced during the civil war in Sudan, water conditions, perseverance, and giving back to help others. Students will have the opportunity to see the stories of Salva and Nya come full-circle, and make connections to the present day by participating in Water for South Sudan.
Amistad	Addressed in text *A Long Walk to Water*
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions

- There are strategies and skills I can use to become a better reader. - Effective writers brainstorm and analyze research. - Learners will understand the proper structure of collaborative discussions. - Using proper grammar and language produces powerful writing.	- What reading skills will help me be a better reader? - What are the requirements for a collaborative discussion? - What writing techniques help produce clear, coherent writing?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**

A Long Walk to Water: Linda Sue Park
- **Paired Texts**
    ○ Newsela Article: **For the world's poor, drinking water can kill**
 	
Teacher Selected Articles:
    ○ Scholastic SCOPE Magazine
    ○ NewsELA
    ○ Achieve3000 Articles
	A Long Walk to Water: Optional Resources:
	Before Reading:
	- Anticipatory Guide
	- National Geographic Lesson Plan on the Lost Boys
	After Reading:
	- Salva Dut's Story (video)
	- Nya's Long Walk: A Step at a Time by Linda Sue Park (picture book)
	
	Paired Texts:
	- Abraham's Story: The Lost Boys of Sudan
	- Diary of a Teenage Refugee by Amira
	- Soccer Speaks Many Languages by Dianna Geers
	- 5 Surprising Facts about the Refugee Crisis by Jason Beaubien
	
	Unit 1 ELA Google Drive Folder
	
	Supplementary Resources:
	- iReady Teacher Toolbox
	- I Can Statements
	- Read Write Think

	● [ReadWorks](#) ● [Scholastic](#) ● [Teaching Skills with Children's Literature as Mentor Text](#) ● [Core Standards: Appendix B](#) ● [Center Activities By Standard](#) ● [Close Reading Passages By Standard](#)
District/School Formative Assessments	**District/School Summative Assessments**
● Exit Tickets ● Anecdotal Records ● Writing Portfolios ● i-Ready Instruction	● District Benchmarks ● i-Ready Diagnostic ● Novel Test (A Long Walk to Water)
Instructional Best Practices	
● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility	● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

<table>
<tr><td colspan="2" align="center">**Learning Plan**</td></tr>
<tr><td align="center">**NJSLS**</td><td align="center">**Learning Targets and Exemplar Lessons:**</td></tr>
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RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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RL.5.1. RI.5.1.
  B. Looking for patterns

1. Look for repeated words, thoughts and actions of characters to identify patterns
2. Look for repeated words, thoughts and actions of individuals to identify patterns

 C. Making Text Connections
  1. Make relevant personal connections to the text
  2. Make relevant connections to other texts
  3. Make relevant global connections to the text
D.Refer to text to explain explicit information

1.Refer to the text when answering directly stated question.
 2. Identify quotes from the text when answering directly stated questions.

E. . Identify text to explain Inferences (Predictions, Conclusions, Context Clues)

1. Refer to the text when making predictions.

2. Identify quotes from a text when explaining predictions drawn from the text.

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RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text	3. Refer to the text when drawing conclusions.
	
	4. Identify quotes from a text when explaining conclusions drawn from the text
	
	RL.5.2
	A.Identify Key Details about Characters looking for patterns.
	     1.Analyze the actions of characters or speakers in a story looking for patterns.
	     2.Analyze the thoughts of characters in a story looking for patterns.
	     3.Analyze the actions of speakers in a story looking for patterns.
	     4. Analyze the thoughts of speakers in a story looking for patterns.
	
	B. Identify Key Details of Theme/Central Message of a Story
	
	     5.Identify the theme/central message of a story.
	     6. Identify the key details that support the theme/central message of a story.
	     7. Summarize the story using the theme/central message and key details.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**RI.5.2**
	  A. **Identify and Explain Main Idea**
	  1. Identify the key details of a text.
	  2. Summarize the key points of the text.
	  3. Identify details that support the main idea.
	  4. Identify at least two main ideas in the text.
	  5. Explain how the author supports main ideas in the text using key details.

	B. Summarize 1. Summarize the text giving the main idea and key details.

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**RL.5.3**
	A. Analyze Similarities of Characters in a story
	
	   1. Identify the characters in a story.
	   2. Read text closely looking for key details regarding character in a story.
	   3. Identify the similarities between characters in a story.
	 B. Analyze Differences of Characters in a story
	
	   1. Identify the differences between characters in a story.
	   2. Write specific details in the text when identifying similarities and differences between characters in a story.
	
	   3. Analyze how characters interact in a story

RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.
	RL.5.6
	A. Identify Point of View
	
	   1. Identify the narrator's point of view in a narration.
	   2. Identify the speaker's point of view in a text.
	
	B. Explain Point of View
	   3. Explain how the point of view impacts the events in the text.
	   4. Explain how the point of view impacts the events in the text.

RI.5.6	**RI.5.6** **A. Analyze Point of View**

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	1. Identify various points of view in a text. 2. Explain how the author develops the point-of-view of the narrator. 3. Explain how the author develops the point-of-view of the speaker in a text. 4. Brainstorm how content of a scene would change if the speaker's point of view were different.. 5. Brainstorm how style of an excerpt from a story would change if the narrator's point of view were different. 6. Explain how these different points of view affect you, the reader. 7. Tell how the author's word choice develops the author's point of view. 8. Evaluate the effectiveness of the author's choice in point of view.
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. **RF.5.3.A**. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., root s and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	**RF.5.3** **A.Decode Prefixes and Suffixes** 1. Identify the most common prefixes and suffixes 2. Know the meaning of the most common prefixes and derivational suffixes 3. Decode common Latin suffixes. **B.Decode Words** 4. Decode multisyllable words 5. Read irregularly spelled words
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. **RF.5.4.A.** Read grade-level text with purpose and understanding.	**RF.5.4** **Read Grade Level Text** 6. Read with purpose 7. Read with understanding 8. Read prose and poetry orally with accuracy

RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigations of different perspectives of a topic

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision)

9.. Read at the appropriate rate
10. Read with expression
11. Reread when necessary

W.5.4
Development & Organization of an Essay

1. Produce writing that is clear and understandable to the reader
2. Unpack writing purpose (the writer's designated reason for writing)
3. Focus the organization and development of a topic to reflect the task and purpose

W.5.5
Strengthen an Essay

1. Revise essay with teacher guidance
2. Edit essay with teacher guidance - Editing lessons should reflect Language Standards 1,2 and 3
   - Conjunctions
   - Prepositions
   - Interjections
   - Perfect Tense of Verbs
   - Capitalization
   - Commas in a series
   - Spelling
   - Expansion of Sentences
   - Combining Sentences
   - Eliminating repetitive and off topic Sentences

W.5.6
Technology
1. Use digital tools to collaborate on written works
2. Use technology for producing and publishing writing, and collaborating with others

and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.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.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
> SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles
> SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
> SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

3. Demonstrate keyboarding skills

W.5.7
Short Research Question of Teacher's Choice
1. Research a topic through investigation of the topic
2. Explore a topic in greater detail by developing a research question that helps bring focus to the topic
3. Gather information from multiple sources to support a topic
4. Select relevant information from texts to support main ideas or claims
5. Group like ideas to organize writing

W.5.10
Routine Writing
1. Produce numerous pieces of writing over various time frames
2. Develop skills in research
3. Reflect on the choices made while writing
4. Reflect on and revise writing
5. Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

SL5.1
Collaborative Discussions
1. Use previous knowledge to expand discussions about a topic
2. Engage in conversations about grade-appropriate topics and texts
3. Participate in a variety of rich, structured conversations
4. Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer

	5. Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) **SL.5.6** **Speak for variety of contexts and tasks** 1. Speak for a variety of purposes 2. Distinguish between formal and informal discourse 3. Adapt speech to a variety of contexts and tasks

Writing Tasks

- Well-constructed paragraphs including an opening, details, and closing sentence with correct grammar and punctuation
- Routine RACE writing
  - Citing text evidence

Portfolio Pieces:
- Writing:
  - Theme Essay
  - POV Essay

Content Vocabulary

Teacher will select 3 Tier 2 vocabulary words weekly in addition to content vocabulary. (Pick three words based on the chapters read that week).

A Long Walk to Water: graze, aimless, sleek, rebel, hazy, sympathy, ritual, abrupt, gingerly, luscious, satisfaction, inhabited, occasional, landscape, broad, reeds, parched, reluctant, companion, trudge, solemn, preparation, refugee, trek, swollen, dreadful, isolated, starle, notion, agency, mourn, several, tremble, astonishment

Required Speaking and Listening	Suggested Speaking and Listening

- Whole group discussion - Pair-Share - Small group discussions - Teacher directed discussions - Student-led presentations - Follow agreed upon rules for discussion - Questioning techniques - Active Listening Strategies - Oral Presentations - Oral Reading - Oral response to questions - Book talk	- Create audio recordings - Class debates - Readers' Theater - Oral Report - Literature Circle [Partner talk](#) [Accountable talk](#) [Literacy TA-Speaking and Listening Activities](#) [Learn Zillion-Crafting a Persuasive Speech](#) [Literacy Design Collaborative Modules](#) [Literacy in Science-Animal Adaptations](#) [Collaboration Kit](#)

Performance Task Options/Interdisciplinary Connections	Professional Resources
<u>Water for South Sudan - Science & Math</u> During the grade-level fundraiser, students will read about the process of water purification to tie into the science standards. Teachers will provide students with the amount of money raised and will work to determine how much money is still needed (math standards).	**iReady TeacherToolbox** **Achieve3000 articles**

Academic Vocabulary
Teacher will select 1 vocabulary word weekly in addition to content vocabulary. Accurate, approval, argument, avoid, cease, claim, conclude, context, convince, establish, evaluate, evidence, expand, expectation, explain, express, extend, familiar, frequent, gist, hesitate, historic, identify, influence, investigate, navigate, oppose, passage, persuade,

primary, recent, reference, review, significant, source, summary, superior, tolerate, analyze, compare, contrast, describe, develop, apply, benefit, cite, convey, impact, imply, refer, statement, infer, predict, analyze

Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students

- Review students' IEPs for academic and environmental supports.
- Breakdown activities/assignments/projects/assessments into manageable units
- Provide additional time to complete activities/ assignments/ projects/ assessments
- Provide an option for alternative activities/assignments/projects/assessments as needed
- Allow student to receive reading text in various forms (written, verbal, audio)
- Provide texts for independent reading tasks at students' level. (lower-level text)
- Pre-teach new vocabulary
- Re-teach skills as needed
- Spiral Review of learned material
- Adjust pacing of content
- Small Group Instruction
- Modify content, assessments, homework, amount of independent work given (as needed)
- Provide samples and model each step in the writing process
- Use of Graphic Organizers and Visual Aids
- Provide Guided Notes
- Use of multi-sensory methods, as needed (hand-over-hand, larger print materials, lined paper options.
- Use of word/picture banks for reference
- Allow student to make test corrections, or re-take assessment for credit.
- Provide flexible seating options during reading or independent tasks

Resources:
- Achieve 3000 (Leveled Texts)

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- Breakdown activities/assignments/projects/assessments into manageable units
- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Small Group Instruction
- Intervention/Remediation
- Individual Intervention/Remediation
- Additional Support Materials
- Guided Notes
- Graphic Organizers
- Tutoring

Resources:
- Achieve 3000 (Leveled Texts)
- Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6)
- Learning Ally
- epic!
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing)
- IXL Language Arts
- Achieve the Core (Literacy) (All Grade Levels)
- Graphic Organizers

- [Leveled Reader Library](#) (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6)
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- [iReady Teacher Toolbox (Writing)](#)
- [IXL Language Arts](#)
- [Achieve the Core (Literacy)](#) (All Grade Levels)
- [Graphic Organizers](#)

Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
- Review students' 504 plans for academic and environmental supports - Breakdown activities/assignments/projects/assessments into manageable units - Provide additional time to complete activities/ assignments/ projects/ assessments - Pre-teach vocabulary and terms. - Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. - Provide extra time for completing tasks, checklists and other tasks. - Provide samples and model each step of the writing process as needed. - Access to word/picture banks for reference - Use of graphic organizers **Resources:** - Achieve 3000 (Leveled Texts) [Leveled Reader Library](#) (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6) - Learning Ally	All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/ - Realia or concrete objects - Physical Models, Pictures, Photographs - Manipulatives - Videos and Films - Gestures, Physical Movements, Music and Songs - Partner Work - Student Mentor or Coach - Labeling - Word Banks - Sentence Starters, Sentence Frames - Graphic Organizers **Resources:** - Achieve 3000 (Leveled Texts) [Leveled Reader Library](#) (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6) - Learning Ally [epic!](#)

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- epic! - iReady Teacher Toolbox (Reading) - iReady Teacher Toolbox (Writing) - IXL Language Arts - Achieve the Core (Literacy) (All Grade Levels) - Graphic Organizers	- iReady Teacher Toolbox (Reading) - iReady Teacher Toolbox (Writing) - IXL Language Arts - Achieve the Core (Literacy) (All Grade Levels) - Graphic Organizers
Extensions for Gifted Students	**Required/Suggested Activities**
- Have students provide additional reasons or citations for specific writing piece or open-ended answer - Provide students higher Lexile levels during small group instruction - Extend activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Modify Content - Adjust Pacing of Content - Small Group Enrichment - Individual Enrichment - Higher-Level Text - The inclusion of additional subject areas and/or activities (cross curricular).	**Required:** - Do Now/Warm-Up - Whole Group - Small Groups - Guided Practice - Independent Practice - Measurable Objective - Identify and review objectives for lesson - Centers - Guided Reading utilizing Before, During, and After activities - Intervention/Remediation **Suggested:** - Projects - Academic Games - Daily 5

Unit #2	
Unit Title	Research Simulation

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Reading Genre(s)	Informational Nonfiction, Narrative Nonfiction, Historical Fiction
Writing Tasks	Informative/Argumentative Writing, and Routine Writing, NJSLA Research Simulation Task (RST)
Recommended Pacing	9 weeks
Unit Summary	The Research Simulation Unit will challenge students to understand the structure, purpose, and meaning of nonfiction texts. To accomplish this, they will analyze informational, multimedia sources that align with the New Jersey Student Learning Standards. Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge. During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year. During Research Simulation Tasks, the expected strategy will incorporate the "I Do, We Do, You Do" approach. First, the teacher will model writing strategies for students. Then, the class will write a sample piece together as a whole group. Finally, students will write independently. Writing techniques will be taught through mini-lessons and modeling. Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments.

| Career Readiness, Life Literacies, and Key Skills Standards | Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source
    9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. • 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

    9.4.5.DC.2 Digital tools have positively and negatively changed the way people interact socially.

Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate
    9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making.
    9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
    9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).

Specific situations require the use of relevant sources of information.
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5). |

Computer Science and Design Thinking (Technology)	• 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. • 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Diversity, Equity, and Inclusion	In this unit, students will read the story "Bud Not Buddy." This novel follows the story of Bud, an African American child in foster care, on the journey to find his father. Throughout the story, students will learn about life during the Great Depression, segregation and racial inequities during the 1930s, and jazz culture. In addition, students will encounter themes of helping others, family, forgiveness/understanding, and perseverance.
Amistad	Addressed in text *Bud Not Buddy*
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
- Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. - Readers use strategies to construct meaning from texts. - Readers choose different strategies depending on the types of text they are reading. - There are multiple sources of information and those selected depend on the purpose and audience for writing. - Clear and focused questions help researchers find desired information. - Effective researchers evaluate the credibility, accuracy, and relevance of information.	- How do readers use evidence-from the text to support their understanding of what they read? - How do enduring themes develop across the text(s)? - How does point of view influence the author's message and reader's interpretation? - How does the type of text influence how I should read it? - What strategies can readers apply to understand complex texts? - How do readers determine the strategies they use for reading different types of text (literary and informational texts)?

District/School Required Texts and Media Formats	District/School Supplementary Resources
	● How do I know what to believe in what I read, hear, and view? ● How do I evaluate a source? ● What am I looking for and how do I find it?

District/School Required Texts and Media Formats	District/School Supplementary Resources

Bud, Not Buddy By Christopher Paul Curtis
 ● **Paired Text:**
     ○ The Sign of the Cat by Sandra Havriluk
 Teacher Selected Articles:
     ○ Scholastic SCOPE Magazine
     ○ NewsELA
     ○ Achieve3000 Articles
	Bud, Not Buddy Optional Resources:
	 ● Before Reading:
	     ○ Anticipatory Guide
	     ○ Bud, Not Buddy theatre video
	 ● After Reading:
	     ○ Christopher Paul Curtis Author Interview 0:00-3:26
	
	 Paired Text:
	     ○ Newsela Article: **"Sesame Street" embraces new Muppet Karli and her foster family**
	     ○ Khan Academy Article: Great Depression
	     ○ Newsela Article: **"It took a long time to get here": Behind the National Museum of African American Music**
	     ○ Seeing through Dorthea's Eyes by Sudipta Bardhan
	
	 5th Grade ELA Unit 2 Google Drive Folder
	 Supplementary Resources:
	 ● iReady Teacher Toolbox Lessons
	 ● I Can Statements
	 ● Read Write Think
	 ● ReadWorks

	● [Scholastic](#) ● [Teaching Skills with Children's Literature as Mentor Text](#) ● [Core Standards: Appendix B](#) ● [Center Activities By Standard](#) ● [Close Reading Passages By Standard](#)
District/School Formative Assessments	**District/School Summative Assessments**
● Anecdotal Records ● Writing Portfolios ● i-Ready Instruction ● Exit Tickets	● District Benchmarks ● Writing Assessment ● i-Ready Diagnostic ● Novel Test (Bud, Not Buddy)
Instructional Best Practices	
● Identifying Similarities and Differences ● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Homework and Practice ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility	● Managing response rates ● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	

NJSLS	Learning Targets and Exemplar Lessons:
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	**RL.5.1** **Looking for patterns** 1. Look for repeated words, thoughts and actions of characters **C. Making Text Connections** 1. Make personal connections to the text when relevant. 2. Make connections to other texts when relevant. 3. Make global connections to the text when relevant.
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	**RI.5.1** **B. Text Connections** 1. Make personal connections to the text when relevant. 2. Make connections to other texts when relevant. 3. Make global connections to the text when relevant.
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	**RL.5.2** **B. Identify Key Details of Theme/Central Message of a Story** 5. Identify the theme/central message of a story. 6. Identify the key details that support the theme/central message of a story. 7. Summarize the story using the theme/central message and key details. **RI.5.2** **A. Identify and Explain Main Idea** 1. Identify the key details of a text. 2. Summarize the key points of the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 	
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.
	3. Identify details that support the main idea.
	4. Identify at least two main ideas in the text.
	5. Explain how the author supports main ideas in the text using key details.
	
	RI.5.3
	  A. Identify and Explain RELATIONSHIPS in Historical Text
	
	1. Identify the relationships between people in a historical text.
	2. Identify the relationships between places in a historical text.
	3. Identify the relationships between ideas in a historical text.
	4. Explain the relationships between *two or more* **people, events, ideas and concepts** to analyze a historical text.
	
	B. Identify and Explain INTERACTIONS in Historical Text
	
	   5. Identify the interactions between people in a historical text.
	   6. Identify the interactions between events in a historical text.
	   7. Identify the interactions between ideas in a historical text.
	   8.Identify the interactions between concepts in a historical text.
	   9.Explain the interactions between *two or more* **people, events, ideas and concepts** to analyze a historical text.
	
	C. Identify and Explain RELATIONSHIPS in Scientific Text
	10. Identify the relationships between people in a Scientific text.
	11. Identify the relationships between ideas in a Scientific text
	12. Identify the relationships between ideas in a Scientific text.
	13. Identify the relationships between concepts in a scientific text.

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	14. Explain the relationships between people, events, ideas and concepts to analyze a Scientific text. **D. Identify Interactions in Scientific Text** 16. Identify the interactions between people in a scientific text. 17. Identify the interactions between events in a scientific text. 18. Identify the interactions between ideas in a scientific text. 19. Identify the relationships between concepts in a scientific text. 20. Explain the interactions between *two or more* **people, events,ideas and concepts** to analyze a scientific text.
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	**RI.5.4** **A. Identify Figurative Meanings of Similes and Metaphors** 1. Identify figurative language in a text. 2. Identify the meaning of figurative words as they are used 3. Identify impact of similes and Metaphors on the reader. **B. Identify Academic Meanings** 4. Identify academic words in a text. 5. Identify the meaning of academic words in the text. **C. Identify Domain Specific Meanings** 6.Identify domain specific words in a text. 7. Identify the meaning of domain specific words in a text. **D. Phrases in a Text** 8. Identify the meaning of phrases in a text. 9. Identify the meaning of metaphoric phrases as they are used figuratively. 10. Identify the meaning of academic phrases.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	11. Identify the meaning of domain specific phrases.
	
	A. Identify Mythological and Figurative Meanings
	  1. Identify the meaning of words in a text.
	  2. Identify the words that allude to mythological characters
	  3. Identify the meaning of words as they are used figuratively.
	  4. Identify the meaning of words as they are used academically.
	  5. Identify the meaning of words as they are used in domain-specific text.
	
	B. Identify Phrases
	  6. Identify the meaning of phrases in a text.
	  7. Identify the meaning of phrases as they are used figuratively.
	  8. Identify the meaning of phrases as they are used academically.
	  9. Identify the meaning of phrases as they are used in domain-specific text.
	
	C. Identify and Analyze Metaphors and Similies
	  10. Identify metaphors.
	  11. Analyze metaphors in a text.
	  12. Analyze how the metaphor impacts the reader.
	  13. Identify similes.
	  14. Analyze similes in a text.
	  15. Analyze how the simile impacts the reader.
	
	RI.5.5
	D. Structure of Information

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	1. Tell the similarities in the overall structure of how **information** is presented. in two or more texts.*(chronological order, cause and effect, problem/solution, description)* 2. Tell the differences in the overall structure of how **information** is presented in two or more text.*(chronological order, cause and effect, problem/solution, description)* 3. Describe the effectiveness of the structure on text meaning.
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**RI.5.6** **A. Analyze Point of View** 1. Identify various points of view in a text. 2. Explain how the author develops the point-of-view of the narrator. 3. Explain how the author develops the point-of-view of the speaker in a text. 4. Brainstorm how content of a scene would change if the speaker's point of view were different.. 5. Brainstorm how style of an excerpt from a story would change if the narrator's point of view were different. 6. Explain how these different points of view affect you, the reader. 7. Tell how the author's word choice develops the author's point of view. 8. Evaluate the effectiveness of the author's choice in point of view.
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**RI.5.7** **A. Use information from multiple print and digital sources** 1. Synthesize information from multiple sources. 2. Use multimedia to locate and answer. 3. Use multimedia to solve a problem.

RI.5.8. 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.5.8** **A. Identify, explain and prove Reasons** 3. Identify reasons an author uses to support particular points in a text. 4. Identify the reasons an author uses to support particular claims in a text. 5. Prove by citing each point from the text. 6. Explain how the reasons an author uses support particular points in a text. **B. Identify, Prove and Explain Evidence** 7. Identify evidence an author uses to support points in a text. 8. Identify the evidence an author uses to support particular claims in a text. 9. Prove by citing each point from the text. 10. Prove by citing each claim from the text. 11. Explain how the evidence an author uses support points in a text.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.
    ● **RF.5.3.A.** 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.
	RF.5.3
	A.Decode Prefixes and Suffixes
	    1. Identify the most common prefixes and suffixes
	    2. Know the meaning of the most common prefixes and derivational suffixes
	    3. Decode common Latin suffixes.
	
	    B.Decode Words
	
	    4. Decode multisyllable words
	    5. Read irregularly spelled words

RF.5.4. Read with sufficient accuracy and fluency to support comprehension. ● **RF.5.4.A.** Read grade-level text with purpose and understanding.	**RF.5.4** **Read Grade Level Text**

● **RF.5.4.B.** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
● **RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 	
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
● **W.5.2a.** Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
● **W.5.2b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
● **W.5.2c.** Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
● **W.5.2d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
● **W.5.2e.** Provide a conclusion related to the information of explanation presented.
 	
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
 	
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	6. Read with purpose
	7. Read with understanding
	8. Read prose and poetry orally with accuracy
	9. Read at the appropriate rate
	10. Read with expression
	11. Reread when necessary
	
	W.5.2
	  1. Examine a topic in focus.
	  2. Identify elements of informative writing.
	  3. Write informational essays/ texts using all of the elements learned.
	  4. Convey ideas and information clearly.
	  5. Introduce a topic clearly.
	  6. Provide a general observation and focus.
	  7. Group related information logically.
	  8. Incorporate formatting, graphics, and multimedia into the written pieces if necessary.
	  9. Develop the topic with facts, definitions, concrete details, quotations, or other information.
	  10. Incorporate examples related to the topic.
	  11. Link ideas within paragraphs and sections of information by using words, phrases, and clauses.
	  12. Use precise language and specific vocabulary.
	  13. Inform about the topic.
	  14. Explain the topic. Provide a concluding statement or section.
	
	W.5.4
	Development and Organization
	  1. Develop a prewrite for an opinion essay that includes all components

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W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
 	
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
 	
W.5.10. 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.
	2. Write an essay that stays focused on the audience throughout
	
	W.5.5
	Strengthen a written essay
	  1. Revise essay with teacher guidance
	  2. Edit essay with teacher guidance - Editing lessons should reflect Language Standards 1,2 and 3
	     ● Conjunctions
	     ● Prepositions
	     ● Interjections
	     ● Perfect Tense of Verbs
	     ● Capitalization
	     ● Commas in a series
	     ● Spelling
	     ● Expansion of Sentences
	     ● Combining Sentences
	     ● Eliminating repetitive and off topic Sentences
	     ● Using Dialect when appropriate
	
	W.5.6
	Technology
	  1. Use digital tools to collaborate on written works
	  2. Use technology for producing and publishing writing, and collaborating with other
	  3. Demonstrate keyboarding skills
	
	W.5.8
	  1. Gather relevant information from print and digital sources.
	  2. Summarize or paraphrase information in notes and in finished drafts.

SL.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.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.5.1.D.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

3. Provide a list of sources used.
4. Remember relevant information from experiences.

W.5.10
Routine Writing
1. Produce numerous pieces of writing over various time frames
2. Develop skills in research
3. Reflect on the choices made while writing
4. Reflect on and revise writing
5. Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

SL5.1
Collaborative Discussions
1. Use previous knowledge to expand discussions about a topic
2. Engage in conversations about grade-appropriate topics and texts
3. Participate in a variety of rich, structured conversations
4. Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
5. Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

SL.5.2
1. Identify key parts of a written text read aloud or a presentation.
2. Summarize information presented visually, such as a photograph or video.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.1.A.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- **L.5.1.C.** Use verb tense to convey various times,sequences,states,and conditions.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.2.B.** Use a comma to separate an introductory element from the rest of the sentence.
- **L.5.2.E.** Spell grade-appropriate words correctly, consulting references as needed

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.5.3A.** Expand, combine, and reduce sentences for meaning,reader/listener interest, and style.
- **L.5.3B.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.5.4.A.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.5.4.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 keywords and phrases

3. Summarize information presented orally, such as a speech or conversation.
4. Summarize information presented in a graph, chart, or similar format.

SL.5.6
1. Speak for a variety of purposes
2. Distinguish between formal and informal discourse
3. Adapt speech to a variety of contexts and tasks

L.5.1
1. Define conjunctions, prepositions, and interjections
2. Identify conjunctions, prepositions, and interjections in sentences
3. Explain the purpose of conjunctions, prepositions, and interjections in sentences
4. Identify the tense of verbs describe time, sequences, states, and conditions in reading.
5. Convey various times, sequences, states, and conditions using verb tenses in writing.

L.5.2
1. Outline comma rules for setting off introductory words and phrases, the words yes and no, tag questions, and direct address
2. Identify introductory words and phrases
3. Separate an introductory element from the rest of the sentence by using commas.
4. Spell grade-appropriate words correctly
5. Use references as needed to aid in spelling

L.5.3

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	1. Apply knowledge of language within writing, speaking, reading, and listening. 2. Expand, combine, and reduce sentences to change meaning. 3. Expand, combine, and reduce sentences to interest a reader or listener. 4. Expand, combine, and reduce sentences to change style. 5. Compare and contrast English dialects, registers, etc. **L.5.4** 1. Decipher the meanings of words and phrases by using sentence context 2. Identify the purpose and use of glossaries and dictionaries 3. Determine the structure of glossaries and dictionaries 4. Use both print and digital glossaries and dictionaries to define and clarify words **L.5.6** 1. Use 5th grade vocabulary fluently when discussing academic or domain-specific topics 2. Choose the most accurate word when describing contrast, addition, or other relationships 3. Choose the most accurate word when discussing a particular topic 4. Use knowledge of conjunctions to broaden vocabulary

Writing Tasks

- Well-constructed paragraphs including an opening, details, and closing sentence with correct grammar and punctuation
- Routine RACE writing
  - Citing text evidence

Portfolio Pieces:
- [Argumentative Essay](#)

- [Informative Essay](#)

Content Vocabulary
Teacher will select a Tier 2 vocabulary word weekly. Bud, Not Buddy: temporary, glum, twine, engagement, conscience, commence, revenge, telegraph, horrid, considerate, tragedy, steady, divide, definite, urgent, condition, flimsy, confidential, devastated, reputation, contaminate, assume, conclusion, standard

Required Speaking and Listening	Suggested Speaking and Listening
- Whole group discussion - Pair-Share - Small group discussions - Teacher directed discussions - Student-led presentations - Follow agreed upon rules for discussion - Questioning techniques - Active Listening Strategies - Oral Presentations - Oral Reading - Oral response to questions - Book talk	- Create audio recordings - Class debates - Readers' Theater - Oral Report - Literature Circle - Partner talk - Accountable talk - Literacy TA-Speaking and Listening Activities - Learn Zillion-Crafting a Persuasive Speech - Literacy Design Collaborative Modules - Literacy in Science-Animal Adaptations - Collaboration Kit

Performance Task Options/Interdisciplinary Connections	Professional Resources
Great Depression Project - Social Studies	**iReady TeacherToolbox** **Achieve3000 articles**

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Students will research a part of the Great Depression. Within this project, students will map out the geography of the United States that was affected by that particular event of the Great Depression. (i.e- Dust Bowl in midwest). This will cover geography standards within the social studies curriculum.

Academic Vocabulary

Teacher will select 1 vocabulary word weekly in addition to content vocabulary.

Accurate, approval, argument, avoid, cease, claim, conclude, context, convince, establish, evaluate, evidence, expand, expectation, explain, express, extend, familiar, frequent, gist, hesitate, historic, identify, influence, investigate, navigate, oppose, passage, persuade, primary, recent, reference, review, significant, source, summary, superior, tolerate, analyze, compare, contrast, describe, develop, apply, benefit, cite, convey, impact, imply, refer, statement, infer, predict, analyze

Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
- Review students' IEPs for academic and environmental supports. - Breakdown activities/assignments/projects/assessments into manageable units - Provide additional time to complete activities/ assignments/ projects/ assessments - Provide an option for alternative activities/assignments/projects/assessments as needed - Allow student to receive reading text in various forms (written, verbal, audio) - Provide texts for independent reading tasks at students' level. (lower-level text) - Pre-teach new vocabulary - Re-teach skills as needed	- Breakdown activities/assignments/projects/assessments into manageable units - Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Small Group Instruction - Intervention/Remediation - Individual Intervention/Remediation - Additional Support Materials - Guided Notes - Graphic Organizers

- Spiral Review of learned material
- Adjust pacing of content
- Small Group Instruction
- Modify content, assessments, homework, amount of independent work given (as needed)
- Provide samples and model each step in the writing process
- Use of Graphic Organizers and Visual Aids
- Provide Guided Notes
- Use of multi-sensory methods, as needed (hand-over-hand, larger print materials, lined paper options.
- Use of word/picture banks for reference
- Allow student to make test corrections, or re-take assessment for credit.
- Provide flexible seating options during reading or independent tasks

Resources:
- Achieve 3000 (Leveled Texts)
- Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6)
- Learning Ally
- epic!
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing)
- IXL Language Arts
- Achieve the Core (Literacy) (All Grade Levels)
- Graphic Organizers

- Tutoring

Resources:
- Achieve 3000 (Leveled Texts)
- Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6)
- Learning Ally
- epic!
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing)
- IXL Language Arts
- Achieve the Core (Literacy) (All Grade Levels)
- Graphic Organizers

Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
- Review students' 504 plans for academic and environmental supports	All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/

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- Breakdown activities/assignments/projects/assessments into manageable units
- Provide additional time to complete activities/ assignments/ projects/ assessments
- Pre-teach vocabulary and terms.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.
- Provide extra time for completing tasks, checklists and other tasks.
- Provide samples and model each step of the writing process as needed.
- Access to word/picture banks for reference
- Use of graphic organizers

Resources:
- Achieve 3000 (Leveled Texts)
- Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6)
- Learning Ally
- epic!
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing)
- IXL Language Arts
- Achieve the Core (Literacy) (All Grade Levels)
- Graphic Organizers

- Realia or concrete objects
- Physical Models, Pictures, Photographs
- Manipulatives
- Videos and Films
- Gestures, Physical Movements, Music and Songs
- Partner Work
- Student Mentor or Coach
- Labeling
- Word Banks
- Sentence Starters, Sentence Frames
- Graphic Organizers

Resources:
- Achieve 3000 (Leveled Texts)
- Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6)
- Learning Ally
- epic!
- iReady Teacher Toolbox (Reading)
- iReady Teacher Toolbox (Writing)
- IXL Language Arts
- Achieve the Core (Literacy) (All Grade Levels)
- Graphic Organizers

Extensions for Gifted Students	Required/Suggested Activities
- Have students provide additional reasons or citations for specific writing piece or open-ended answer - Provide students higher Lexile levels during small group instruction - Extend activities/assignments/projects/assessments	**Required:** - Do Now/Warm-Up - Whole Group - Small Groups - Guided Practice

- Provide an option for alternative activities/assignments/projects/assessments
- Modify Content
- Adjust Pacing of Content
- Small Group Enrichment
- Individual Enrichment
- Higher-Level Text
- The inclusion of additional subject areas and/or activities (cross curricular).

- Independent Practice
- Measurable Objective
- Identify and review objectives for lesson
- Centers
- Guided Reading utilizing Before, During, and After activities
- Intervention/Remediation

Suggested:
- Projects
- Academic Games
- Daily 5

Unit #3	
Unit Title	Narrative
Reading Genre(s)	Narrative Fiction and Narrative Nonfiction
Writing Tasks	Routine Writing and NJSLA Narrative Tasks
Recommended Pacing	11 weeks
Unit Summary	The Narrative Unit will challenge students to understand a text and its development through the author's craft. To accomplish this, they will examine a novel and/or short stories. The learning standards will be incorporated into this unit by exploring reading literature (RL) and reading informational texts (RI) that align with the New Jersey Student Learning Standards. Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are

| | assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.

During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.

During Narrative Tasks, the expected strategy will incorporate the "I Do, We Do, You Do" approach. First, the teacher will model writing strategies for students. Then, the class will write narratives together as a whole group. Finally, students will write narratives independently. Narrative techniques will be taught through mini-lessons and modeling.

Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments. |
|---|---|
| Career Readiness, Life Literacies, and Key Skills Standards | 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). |

	● 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). 　○ Curiosity and willingness to try new ideas (intellectual risktaking) contributes to the development of creativity and innovation. ● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). ● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). ● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. ● 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3) 　○ The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. ● 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. ● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. 　○ Different digital tools have different purposes. ● 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). ● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

	○ Collaborating digitally as a team can often develop a better artifact than an individual working alone.
Computer Science and Design Thinking (Technology)	• 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. • 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Diversity, Equity, and Inclusion	The novel Esperanza Rising allows students to see the struggles of a Mexican girl who goes from living a lavish life in Mexico to being a migrant farm worker in America. Students will learn about different cultures and socioeconomic statuses within our society. Teachers will lead discussions on these topics encouraging acceptance and understanding.
Amistad	Addressed in Units 1 and 2
Holocaust	Addressed in Unit 4

Enduring Understandings	Essential Questions
● Narratives provide a way to share real or imagined experiences and/or events in writing. ● Writing is strengthened through a recursive process involving gathering ideas, planning, drafting, revising, and editing. ● Proficient writers make deliberate choices regarding content, language, and style to convey their message to a target audience.	● What is this text really about? ● How do events, characters, and ideas change within the text? ● Why do writers write and share their real or imagined experiences/stories? ● What makes a story engaging? ● How do I organize and structure my story/narrative writing?

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- Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. - Readers summarize key details and ideas. - Readers construct meaning from texts. - Authors don't always say things directly or literally.	- How does a writing process strengthen/support my writing? - How can I get and use helpful feedback to improve my writing?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**
District/School Formative Assessments	**District/School Summative Assessments**
- Anecdotal Records - Writing Portfolios - i-Ready Instruction	- District Benchmarks - Writing Assessment - i-Ready Diagnostic
Instructional Best Practices	
- Identifying Similarities and Differences - Summarizing and Note Taking - Reinforcing Effort and Providing Recognition - Modeling - Cooperative Learning - Setting Objectives and Providing Feedback - Cues, Questions, and Advance Organizers - Gradual Release of Responsibility	- Managing response rates - Checks for Understanding - Diagrams, Charts and Graphs - Coaching - Reading Partners - Visuals - Collaborative Problem Solving - Active Engagement Strategies - Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
Learning Plan	

NJSLS	Learning Targets and Exemplar Lessons:
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.1.** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.2.** Determine the key details in a story, drama or poem to identify the theme and to summarize the text. Identify the key details in a text	**RL.5.1** **E. . Identify text to explain Inferences (Predictions, Conclusions, Context Clues)** 1. Refer to the text when making predictions. 2. Identify quotes from a text when explaining predictions drawn from the text. 3. Refer to the text when drawing conclusions. 4. Identify quotes from a text when explaining conclusions drawn from the text. **RI.5.1** **C. Inferences (Predictions, Conclusions, Context Clues)** 7. Refer to the text when making predictions. 8. Identify quotes from a text when explaining predictions drawn from the text. 9. Identify references from a text when explaining predictions drawn from the text. 10. Refer to the text when drawing conclusions. 11. Identify quotes from a text when explaining conclusions drawn from the text. 12. Identify references from a text when explaining the conclusions drawn from the text. 13. Refer to the text when answering directly stated question. 14. Identify quotes from the text when answering directly stated question.

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	RL.5.2 **A. Identify Key Details about Characters looking for patterns.** 　　1. Analyze the actions of characters or speakers in a story looking for patterns. 　　2. Analyze the thoughts of characters in a story looking for patterns. 　　3. Analyze the actions of speakers in a story looking for patterns. 　　4. Analyze the thoughts of speakers in a story looking for patterns. **E. Analyze Key Details about Characters in a Poem looking for patterns** 　　15. Analyze the actions of characters in a poem looking for patterns. 　　16. Analyze the thoughts of characters in a poem looking for patterns. 　　17. Analyze the actions of a speaker in a poem looking for patterns. 　　18. Analyze the thoughts of a speaker in a poem looking for patterns. **F. Analyze Key Details of the Theme/ Central of a Poem** 　　1. Identify the theme/central message of a poem.
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	

	2.Identify the key details that support the theme/central message. 3.Summarize the drama using the theme/central message and key details. 4. Identify key details that support the theme/central message in a drama.

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	**RI.5.2**
	   A. Identify and Explain Main Idea
	   1. Identify the key details of a text.
	   2. Summarize the key points of the text.
	   3. Identify details that support the main idea.
	   4. Identify at least two main ideas in the text.
	   5. Explain how the author supports main ideas in the text using key details.
	 B. Summarize
	   6. Summarize the text giving the main idea and key details.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	**RL.5.3**
	A. Analyze Similarities of Characters in a story
	   1. Identify the characters in a story.
	   2. Read text closely looking for key details regarding character in a story.
	   3. Identify the similarities between characters in a story.
	 B. Analyze Differences of Characters in a story

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	4. Identify the differences between characters in a story.
	   5. Write specific details in the text when identifying similarities and differences between characters in a story.
	   6. Analyze how characters interact in a story.

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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).	**RL.5.4** **C. Identify and Analyze Metaphors and Similes** 1. Identify metaphors. 2. Analyze metaphors in a text. 3. Analyze how the metaphor impacts the reader. 4. Identify similes. 5. Analyze similes in a text. 6. Analyze how the simile impacts the reader.
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**RL.5.5** **A. Identify and Explain Structural Elements of a story** 1. Identify how the story is organized. 2. Explain how the way the text is organized fits into the overall structure of the text. **B. Identify and Explain Structural Elements of a poem** 3. Identify how the poem is organized. 4. Explain how the way the text is organized fits into the overall structure of the text. **C. Identify and Explain Structural Elements of a drama** 5. Identify how the poem is organized. 6. Explain how the way the text is organized fits into the overall structure of the text. **RL.5.6** **A. Identify Point of View** 1. Identify the narrator's point of view in a narration.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.5.3.A.** 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.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4.A.** Read grade-level text with purpose and understanding.
- **RF.5.4.B.** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.3.A.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.5.3.B.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.5.3.C.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **W.5.3.D.** Use concrete words and phrases and sensory details to convey experiences and events precisely.

2. Identify the speaker's point of view in a text.
B. Explain Point of View
3. Explain how the point of view impacts the events in the text.
4. Explain how the point of view impacts the events in the text.

RL.5.7
E. Analyze Multimedia Elements in a Poem
1. Analyze how visual elements contribute to meaning in a poem.
2. Analyze how visual elements contribute to tone in a poem.
3. Analyze how visual elements contribute to the beauty of a text in a poem.

RI.5.9
A. Identify Similarities and Differences in Themes
1.Identify the similarities in themes when reading stories of the same genre.
2. Identify the differences in themes when reading stories of the same genre.

B. Identify similarities and differences in topics
3. Identify the similarities in topics when reading stories of the same genre.
4. Identify the differences in topics when reading stories of the same genre.

RL.5.9

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- **W.5.3.E.** Provide a conclusion that follows from the narrated experiences or events

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.5.5. 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.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10. 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.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.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

C. Compare and Contrast Practical Knowledge, Historical Context, Cultural Context and Background Knowledge in Traditional Literature

17. Identify similarities in the themes among traditional literature.
18. Identify differences in the themes among traditional literature.
19. Identify similarities in the topics among traditional literature.
20. Identify differences in the topics among traditional literature.
21. Connect the traditional literature to practical knowledge.
22. Connect traditional literature to historical context.
23. Connect traditional literature to cultural context.
24. Connect traditional literature to background knowledge.

RF.5.3
A.Decode Prefixes and Suffixes
1. Identify the most common prefixes and suffixes
2. Know the meaning of the most common prefixes and derivational suffixes
3. Decode common Latin suffixes.

   B.Decode Words
4. Decode multisyllable words
5. Read irregularly spelled words
RF.5.4
Read Grade Level Text
1. Read with purpose
2. Read with understanding
3. Read prose and poetry orally with accuracy
4. Read at the appropriate rate
5. Read with expression
6. Reread when necessary

- **SL.5.1.B.** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.5.1.C.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **SL.5.1.D.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).

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. Report on a topic or text, telling a story, or recounting an event in an organized, logical manner

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.1.A.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- **L.5.1.D.** Recognize and correct inappropriate shifts in verb tense.*

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

W.5.3
1. Compose a story hook to engage the reader
2. Establish the story's background or situation
3. Introduce a narrator and/or characters
4. Purposefully arrange events to make the story flow
5. Use dialogue and description to develop experiences and events
6. Show the responses of characters to situations, when appropriate
7. Use a variety of transitional words and phrases to manage the sequence of events
8. Use concrete words and phrases to relay story details
9. Use sensory details to convey experiences and events precisely Provide a conclusion that follows from the narrated experiences or events

W.5.4
Development & Organization of an Essay
1. Produce writing that is clear and understandable to the reader
2. Unpack writing tasks (type of writing assignment)
3. Unpack writing purpose (the writer's designated reason for writing)
4. Focus the organization and development of a topic to reflect the task and purpose

W.5.5
Strengthen an Essay
1. Revise essay with teacher guidance

- **L.5.2.C.** 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, Steve?).
- **L.5.2.E.** Spell grade-appropriate words correctly, consulting references as needed

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.5.4.A.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.5.4.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 keywords and phrases

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **L.5.5.A.** Interpret figurative language, including similes and metaphors, in context.
- **L.5.5.B.** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **L.5.5.C.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

2. Edit essay with teacher guidance - Editing lessons should reflect Language Standards 1,2 and 3
   - Conjunctions
   - Prepositions
   - Interjections
   - Perfect Tense of Verbs
   - Capitalization
   - Commas in a series
   - Spelling
   - Expansion of Sentences
   - Combining Sentences
   - Eliminating repetitive and off topic Sentences
   - Using Dialect when appropriate

W.5.6
Technology
1. Use digital tools to collaborate on written works
2. Ask for guidance when appropriate
3. Use technology for producing and publishing writing, and collaborating with others
4. Demonstrate keyboarding skills

W.5.9
1. Use strategies for reading literary and informational text to investigate topics
2. Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
3. Explain how an author uses proof to support a point in informational text
4. Prove each point with evidence from the text
5. Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject

	W.5.10 **Routine Writing** 1. Produce numerous pieces of writing over various time frames 2. Develop skills in research 3. Reflect on the choices made while writing 4. Reflect on and revise writing 5. Develop a topic related to the content area they are writing about to reflect task, audience, and purpose **SL5.1** **Collaborative Discussions** 1. Use previous knowledge to expand discussions about a topic 2. Engage in conversations about grade-appropriate topics and texts 3. Participate in a variety of rich, structured conversations 4. Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer 5. Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) **SL.5.2** 1. Identify key parts of a written text read aloud or a presentation. 2. Summarize information presented visually, such as a photograph or video.

	3. Summarize information presented orally, such as a speech or conversation. 4. Summarize information presented in a graph, chart, or similar format.
	SL.5.4 1. Present information orally and in coherent, spoken sentences 2. Use an appropriate pace when presenting 3. Present and logically support personal opinions **SL.5.6** 1. Speak for a variety of purposes 2. Distinguish between formal and informal discourse 3. Adapt speech to a variety of contexts and tasks **L.5.1** 1. Define conjunctions, prepositions, and interjections 2. Identify conjunctions, prepositions, and interjections in sentences 3. Explain the purpose of conjunctions, prepositions, and interjections in sentences 4. Identify the tense of verbs describe time, sequences, states, and conditions in reading. 5. Convey various times, sequences, states, and conditions using verb tenses in writing. **L.5.2** 1. Outline comma rules for setting off introductory words and phrases, the words yes and no, tag questions, and direct address

	2. Identify introductory words and phrases 3. Separate an introductory element from the rest of the sentence by using commas. 4. Spell grade-appropriate words correctly 5. Use references as needed to aid in spelling **L.5.4** 1. Decipher the meanings of words and phrases by using sentence context 2. Identify the purpose and use of glossaries and dictionaries 3. Determine the structure of glossaries and dictionaries 4. Use both print and digital glossaries and dictionaries to define and clarify words **L.5.5** 1. Identify similes and metaphors in text 2. Infer the meaning of simple similes and metaphors 3. Identify idioms, adages, and proverbs in text 4. Explain the meaning of common idioms, adages, and proverbs 5. Determine synonyms and antonyms of words to show meaning 6. Identify and explain the difference in meanings in related words, like homographs **L.5.6** 1. Use 5th grade vocabulary fluently when discussing academic or domain-specific topics 2. Choose the most accurate word when describing contrast, addition, or other relationships 3. Choose the most accurate word when discussing a particular topic 4. Use knowledge of conjunctions to broaden vocabulary

Writing Tasks

- Well-constructed paragraphs including an opening, details, and closing sentence with correct grammar and punctuation
- Routine RACE writing
  - Citing text evidence

Portfolio Pieces:
- Writing:
  - [Story continuation](#)
  - [Short story writing](#)

Content Vocabulary

Teacher will select 3 Tier 2 vocabulary words weekly in addition to content vocabulary. (Pick three words based on the chapters read that week).

Esperanza Rising: migrate, valley, cluster, harvest, anticipate, vicious, resentment, sympathetic, distinguished, magnified, despair, confirm, wrench, anguish, proposal, politics, pretentious, corrupt, pungent, deliberate, influence, discreet, reluctant, jostled, escort, demeanor, assure, barren, bestow, vigorous, taunt, extravagant, propel, immunized, agriculture, supple, squalor, union, devout, glid

Required Speaking and Listening	Suggested Speaking and Listening
- Whole group discussion - Pair-Share - Small group discussions - Teacher directed discussions - Student-led presentations - Follow agreed upon rules for discussion	- Create audio recordings - Class debates - Readers' Theater - Oral Report - Literature Circle - Partner talk - Accountable talk - Literacy TA-Speaking and Listening Activities

● Questioning techniques ● Active Listening Strategies ● Oral Presentations ● Oral Reading ● Oral response to questions ● Book talk	● [Learn Zillion-Crafting a Persuasive Speech](#) ● [Literacy Design Collaborative Modules](#) ● [Literacy in Science-Animal Adaptations](#) ● [Collaboration Kit](#)

Performance Task Options/Interdisciplinary Connections	Professional Resources
Food Tasting/Exploration - Social Studies/Science/Math With food tasting - Students will try the different crops that the chapters are named after. Students will learn about where in the world the crops are able to grow and the conditions that allow them to grow (Science/SS standards). Students can take data of the class' favorite crop that was tasted and create a graph of the data to compare/contrast (math standards). Without food tasting - Students can research the different crops that the chapters are named after. Students will learn about where in the world the crops are grown and the conditions that allow them to grow (Science/SS standards). Students can create a map of North America labeling where the foods are grown (SS).	● **iReady TeacherToolbox** ● **Achieve3000 articles**

Academic Vocabulary
Teacher will select 1 vocabulary word weekly in addition to content vocabulary. Accurate, approval, argument, avoid, cease, claim, conclude, context, convince, establish, evaluate, evidence, expand, expectation, explain, express, extend, familiar, frequent, gist, hesitate, historic, identify, influence, investigate, navigate, oppose, passage, persuade,

primary, recent, reference, review, significant, source, summary, superior, tolerate, analyze, compare, contrast, describe, develop, apply, benefit, cite, convey, impact, imply, refer, statement, infer, predict, analyze

Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
- Review students' IEPs for academic and environmental supports. - Breakdown activities/assignments/projects/assessments into manageable units - Provide additional time to complete activities/ assignments/ projects/ assessments - Provide an option for alternative activities/assignments/projects/assessments as needed - Allow student to receive reading text in various forms (written, verbal, audio) - Provide texts for independent reading tasks at students' level. (lower-level text) - Pre-teach new vocabulary - Re-teach skills as needed - Spiral Review of learned material - Adjust pacing of content - Small Group Instruction - Modify content, assessments, homework, amount of independent work given (as needed) - Provide samples and model each step in the writing process - Use of Graphic Organizers and Visual Aids - Provide Guided Notes - Use of multi-sensory methods, as needed (hand-over-hand, larger print materials, lined paper options. - Use of word/picture banks for reference - Allow student to make test corrections, or re-take assessment for credit.	- Breakdown activities/assignments/projects/assessments into manageable units - Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Small Group Instruction - Intervention/Remediation - Individual Intervention/Remediation - Additional Support Materials - Guided Notes - Graphic Organizers - Tutoring **Resources:** - Achieve 3000 (Leveled Texts) - Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6) - Learning Ally - epic! - iReady Teacher Toolbox (Reading) - iReady Teacher Toolbox (Writing) - IXL Language Arts - Achieve the Core (Literacy) (All Grade Levels) - Graphic Organizers

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- Provide flexible seating options during reading or independent tasks

Resources:
- Achieve 3000 (Leveled Texts)
- [Leveled Reader Library](#) (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6)
- Learning Ally
- [epic!](#)
- [iReady Teacher Toolbox (Reading)](#)
- [iReady Teacher Toolbox (Writing)](#)
- [IXL Language Arts](#)
- [Achieve the Core (Literacy)](#) (All Grade Levels)
- [Graphic Organizers](#)

Modifications/Accommodations for Students with 504s	Modifications/Accommodations for English Language Learners
- Review students' 504 plans for academic and environmental supports - Breakdown activities/assignments/projects/assessments into manageable units - Provide additional time to complete activities/ assignments/ projects/ assessments - Pre-teach vocabulary and terms. - Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options. - Provide extra time for completing tasks, checklists and other tasks. - Provide samples and model each step of the writing process as needed. - Access to word/picture banks for reference - Use of graphic organizers	All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/ - Realia or concrete objects - Physical Models, Pictures, Photographs - Manipulatives - Videos and Films - Gestures, Physical Movements, Music and Songs - Partner Work - Student Mentor or Coach - Labeling - Word Banks - Sentence Starters, Sentence Frames - Graphic Organizers

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Resources:	Resources:
● Achieve 3000 (Leveled Texts) ● Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6) ● Learning Ally ● epic! ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing) ● IXL Language Arts ● Achieve the Core (Literacy) (All Grade Levels) ● Graphic Organizers	● Achieve 3000 (Leveled Texts) ● Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6) ● Learning Ally ● epic! ● iReady Teacher Toolbox (Reading) ● iReady Teacher Toolbox (Writing) ● IXL Language Arts ● Achieve the Core (Literacy) (All Grade Levels) ● Graphic Organizers
Extensions for Gifted Students	**Required/Suggested Activities**
● Have students provide additional reasons or citations for specific writing piece or open-ended answer ● Provide students higher Lexile levels during small group instruction ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text ● The inclusion of additional subject areas and/or activities (cross curricular).	**Required:** ● Do Now/Warm-Up ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Centers ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation **Suggested:** ● Projects ● Academic Games ● Daily 5

Unit #4	
Unit Title	Holocaust
Reading Genre(s)	Realistic Fiction, Nonfiction/Informational
Writing Tasks	Theme Essay, Compare and Contrast Writing
Recommended Pacing	7 weeks
Unit Summary	The Holocaust Unit will introduce genocidal events to students. Most of the unit will be dedicated to The Holocaust, but students will also explore past and current genocides. To accomplish this, they will read a historical-fiction novel or play, as well as, informational texts. The learning standards will be incorporated into this unit by exploring reading literature (RL) and reading informational texts (RI) that align with the New Jersey Student Learning Standards.

Students will also regularly use technology, such as Google Drive and/or Google Classroom to explore topics through innovative and creative practices. Any project-based activities that are assigned will promote student choice and passion, while simultaneously assessing their content standard knowledge.

During Independent Reading, students will incorporate habits and routines of effective readers into their independent reading. Students will be expected to choose "Just Right" books, use reading logs, create text evidence-based claims, set reading goals, and maintain a literacy binder and/or literacy folder in Google Drive to be used throughout the school year.

Assessments will vary but may include: Post-Its/Claims, Exit Tickets, Multiple Choice Questions, End of Unit Benchmarks, Writing Pieces and other formative and summative assessments. |

| Career Readiness, Life Literacies, and Key Skills Standards | 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). Curiosity and willingness to try new ideas (intellectual risktaking) contributes to the development of creativity and innovation. 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3) |

	○ The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. ● 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. ● 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. ● 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. ○ Different digital tools have different purposes. ● 9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). ● 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d). ○ Collaborating digitally as a team can often develop a better artifact than an individual working alone.
Computer Science and Design Thinking (Technology)	• 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. • 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
Diversity, Equity, and Inclusion	In the novel, Number the Stars, students will learn about the nation of Denmark and about the Jewish religion. Teachers will lead discussions on acceptance and events of the Holocaust.
Amistad	Addressed in Units 1 and 2
Holocaust	During this unit, students will read the novel "Number the Stars" which focuses on a young

girl in Denmark living during the Holocaust. She and her family work to get the Jewish Danes to safety in Sweden. During this novel study, students will read of a story that is similar to many who lived during the Holocaust in Denmark. Teachers will provide additional readings and discussions on the events of the Holocaust so that students understand the events at an age-appropriate level.

Enduring Understandings	Essential Questions
- Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. - Readers use strategies to construct meaning from texts. - Readers choose different strategies depending on the types of text they are reading. - There are multiple sources of information and those selected depends on the purpose and audience for writing. - Clear and focused questions help researchers find desired information. - Effective researchers evaluate the credibility, accuracy, and relevance of information.	- How do readers use evidence-from the text to support their understanding of what they read? - How do enduring themes develop across the text(s)? - How does point of view influence the author's message and reader's interpretation? - How does the type of text influence how I should read it? - What strategies can readers apply to understand complex texts? - How do readers determine the strategies they use for reading different types of text (literary and informational texts)? - How do I know what to believe in what I read, hear, and view? - How do I evaluate a source? - What am I looking for and how do I find it?
District/School Required Texts and Media Formats	**District/School Supplementary Resources**

Number the Stars: Lois Lowry
• **Paired Texts**
    ○ **Learning About the Holocaust Article**
	Number the Stars Optional Resources
	• Before Reading:
	    ○ Anticipatory Guide
	    ○ What was the Holocaust? Article

Teacher Selected Articles:
     ○ [Scholastic SCOPE Magazine](#)
     ○ [NewsELA](#)
     ○ Achieve3000 Articles
	Paired Texts:
	   ● [Sometimes History is Sadness by David White](#)
	   ● [Woman who Helped Anne Frank Dies at 100 by Teri Schultz](#)
	   ● [MALALA YOUSAFZAI: A NORMAL YET POWERFUL GIRL](#)
	
	Supplementary Resources:
	   ● iReady Teacher Toolbox
	   ● [I Can Statements](#)
	   ● [Read Write Think](#)
	   ● [ReadWorks](#)
	   ● [Scholastic](#)
	   ● [Teaching Skills with Children's Literature as Mentor Text](#)
	   ● [Core Standards: Appendix B](#)
	   ● [Center Activities By Standard](#)

District/School Formative Assessments	**District/School Summative Assessments**
● Reading Wonders Bi-Weekly ● Anecdotal Records ● Writing Portfolios ● i-Ready Instruction	● District Benchmarks ● Writing Assessment ● i-Ready Diagnostic
Instructional Best Practices	
● Identifying Similarities and Differences	● Managing response rates

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● Summarizing and Note Taking ● Reinforcing Effort and Providing Recognition ● Modeling ● Cooperative Learning ● Setting Objectives and Providing Feedback ● Cues, Questions, and Advance Organizers ● Gradual Release of Responsibility	● Checks for Understanding ● Diagrams, Charts and Graphs ● Coaching ● Reading Partners ● Visuals ● Collaborative Problem Solving ● Active Engagement Strategies ● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)

Learning Plan

NJSLS	Learning Targets and Exemplar Lessons:

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
 	
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
	RL.5.1 & RI.5.1
	A. Close Reading
	  1. Read text closely to make connections.
	  2. Read text closely to make predictions, draw conclusions, find context clues.
	  3. Read text closely identifying patterns to make meaning of what was read.
	  4. Read text closely looking for patterns.
	B. Looking for patterns
	  5. Look for repeated words, thoughts and actions of characters
	C. Making Text Connections
	6. Make personal connections to the text when relevant.
	7. Make connections to other texts when relevant.
	8. Make global connections to the text when relevant.
	D.Refer to text to explain explicit information
	9. Refer to the text when answering directly stated question.

	10. Identify quotes from the text when answering directly stated questions. **E. Identify text to explain Inferences (Predictions, Conclusions, Context Clues)** 11. Refer to the text when making predictions. 12. Identify quotes from a text when explaining predictions drawn from the text. 13. Refer to the text when drawing conclusions. 14. Identify quotes from a text when explaining conclusions drawn from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	**RL.5.2**
	A.Identify Key Details about Characters looking for patterns.
	    1.Analyze the actions of characters or speakers in a story looking for patterns.
	
	    2.Analyze the thoughts of characters in a story looking for patterns.
	    3.Analyze the actions of speakers in a story looking for patterns.
	    4. Analyze the thoughts of speakers in a story looking for patterns.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**B. Identify Key Details of Theme/Central Message of a Story**
	    5.Identify the theme/central message of a story.
	    6. Identify the key details that support the theme/central message of a story.
	    7. Summarize the story using the theme/central message and key details.
	
	RI.5.2

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes **RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	**A.** __Identify and Explain Main Idea__ 1. Identify the key details of a text. 2. Summarize the key points of the text. 3. Identify details that support the main idea. 4. Identify at least two main ideas in the text 5. Explain how the author supports main ideas in the text using key details. **B. Summarize** 6. Summarize the text giving the main idea and key details. __RI.5.4__ **A. Identify Figurative Meanings of Similes and Metaphors** 1. 1. Identify figurative language in a text. 2. Identify the meaning of figurative words as they are used. 3. Identify impact of similes and Metaphors on the reader. **B. Identify Academic Meanings** 4. Identify academic words in a text. 5. Identify the meaning of academic words in the text.
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem **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.	**C. Identify Domain Specific Meanings** 6.Identify domain specific words in a text. 7. Identify the meaning of domain specific words in a text. **D. Phrases in a Text** 8. Identify the meaning of phrases in a text. 9. Identify the meaning of metaphoric phrases as they are used figuratively. 10. Identify the meaning of academic phrases. 11. Identify the meaning of domain specific phrases.

<u>**RL.5.5**</u>
<u>**A. Identify and Explain Structural Elements of a story**</u>
1. Identify how the story is organized.

2. Explain how the way the text is organized fits into the overall structure of the text.

<u>**RI.5.5**</u>
<u>**A.Structure of Events**</u>

      1.Tell the similarities in the overall structure of how **events** are presented. in two or more texts.
(chronological order, cause and effect, problem/solution, description)
2. Tell the differences in the overall structure of how **events** are presented in two or more text.*(chronological order, cause and effect, problem/solution, description)*
3. Describe the effectiveness of the structure on text meaning.

<u>**B.Structure of Ideas**</u> *(An idea is a notion An "idea" is a rough notion or inkling in our head about something we like or want to do." For example, "Planting vegetables" is an idea.)*

      1.Tell the similarities in the overall structure of how **ideas** are presented. in two or more texts.
(chronological order, cause and effect, problem/solution, description)
2.Tell the differences in the overall structure of how **ideas** are presented in two or more text.*(chronological order, cause and effect, problem/solution, description*
3. Describe the effectiveness of the structure on text meaning.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	**C.Structure of Concepts (**_Generally, a concept is an idea brought to completion. it has a start point, endpoint. For example: "Planting a vegetable garden in the Spring" is a concept.)_

	1.Tell the similarities in the overall structure of how **concepts** are presented. in two or more texts._(chronological order, cause and effect, problem/solution, description)_
	    2.Tell the differences in the overall structure of how **concepts** are presented in two or more text._(chronological order, cause and effect, problem/solution, description)_
	    3.Describe the effectiveness of the structure on text meaning.

RI.5.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	**D. Structure of Information**
	    1.Tell the similarities in the overall structure of how **information** is presented. in two or more texts._(chronological order, cause and effect, problem/solution, description)_
	    2.Tell the differences in the overall structure of how **information** is presented in two or more text._(chronological order, cause and effect, problem/solution, description)_
	    3.Describe the effectiveness of the structure on text meaning.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	

	RL.5.6
	A. Identify Point of View
	  1. Identify the narrator's point of view in a narration.
	  2. Identify the speaker's point of view in a text.
	
	B. Explain Point of View
	  3. Explain how the point of view impacts the events in the text.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- **RF.5.3.A.** 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.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- **RF.5.4.A.** Read grade-level text with purpose and understanding.
- **RF.5.4.B.** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.5.4.C.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- **W.5.2a.** Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- **W.5.2b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

4. Explain how the point of view impacts the events in the text.

RL.5.10
Text Complexity
1. Read multiple stories throughout the year at grade level.
2. Read multiple dramas throughout the year at grade level.
3. Read multiple poems throughout the year at grade level.
4. Comprehend stories at grade level.
5. Comprehend dramas at grade level.
6. Comprehend poems at grade level.
7. Develop mature language skills through complex texts at grade level.
8. Develop conceptual knowledge through complex texts.
9. Read texts with scaffolding as needed.

RI.5.10
1. Read multiple informational texts, throughout the year, within grade level.
2. Read multiple literary texts, throughout the year, within grade level.
3. Comprehend informational text within grade level.
4. Comprehend literary texts within grade level.
5. Develop mature language skills through complex texts at grade level.
6. Develop conceptual knowledge through complex texts.
7. Read texts with scaffolding as needed.

RF.5.3
A.Decode Prefixes and Suffixes
1. Identify the most common prefixes and suffixes

- **W.5.2c.** Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- **W.5.2d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2e.** Provide a conclusion related to the information of explanation presented.

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

2. Know the meaning of the most common prefixes and derivational suffixes
3. Decode common Latin suffixes.

B.Decode Words
4. Decode multisyllable words
5. Read irregularly spelled words

RF.5.4
Read Grade Level Text
1. Read with purpose
2. Read with understanding
3. Read prose and poetry orally with accuracy
4. Read at the appropriate rate
5. Read with expression
6. Reread when necessary

W.5.2
1. Examine a topic in focus.
2. Identify elements of informative writing.
3. Write informational essays/ texts using all of the elements learned.
4. Convey ideas and information clearly.
5. Introduce a topic clearly.
6. Provide a general observation and focus.
7. Group related information logically.
8. Incorporate formatting, graphics, and multimedia into the written pieces if necessary.
9. Develop the topic with facts, definitions, concrete details, quotations, or other information.

W.5.10. 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.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.5.1.A.** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.5.1.D.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

10. Incorporate examples related to the topic.
11. Link ideas within paragraphs and sections of information by using words, phrases, and clauses.
12. Use precise language and specific vocabulary.
13. Inform about the topic.
14. Explain the topic. Provide a concluding statement or section.

W.5.4
Development & Organization of an Essay
1. Produce writing that is clear and understandable to the reader
2. Unpack writing tasks (type of writing assignment)
3. Unpack writing purpose (the writer's designated reason for writing)
4. Focus the organization and development of a topic to reflect the task and purpose

W.5.5
Strengthen an Essay
1. Revise essay with teacher guidance
2. Edit essay with teacher guidance - Editing lessons should reflect Language Standards 1,2 and 3
   - Conjunctions
   - Prepositions
   - Interjections
   - Perfect Tense of Verbs
   - Capitalization
   - Commas in a series
   - Spelling
   - Expansion of Sentences

- **L.5.1.A.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- **L.5.1.C.** Use verb tense to convey various times, sequences, states, and conditions.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.2.B.** Use a comma to separate an introductory element from the rest of the sentence.
- **L.5.2.E.** Spell grade-appropriate words correctly, consulting references as needed

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.5.4.A.** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.5.4.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 keywords and phrases

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those

- Combining Sentences
- Eliminating repetitive and off topic Sentences
- Using Dialect when appropriate

W.5.6
Technology
1. Use digital tools to collaborate on written works
2. Ask for guidance when appropriate
3. Use technology for producing and publishing writing, and collaborating with others
4. Demonstrate keyboarding skills

W.5.9
1. Use strategies for reading literary and informational text to investigate topics
2. Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
3. Explain how an author uses proof to support a point in informational text
4. Prove each point with evidence from the text
5. Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject

W.5.10
Routine Writing
1. Produce numerous pieces of writing over various time frames

that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

2. Develop skills in research
3. Reflect on the choices made while writing
4. Reflect on and revise writing
5. Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

SL5.1
Collaborative Discussions
1. Use previous knowledge to expand discussions about a topic
2. Engage in conversations about grade-appropriate topics and texts
3. Participate in a variety of rich, structured conversations
4. Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
5. Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

SL.5.5
1. Identify main ideas and themes of a presentation
2. Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes

SL.5.6
1. Speak for a variety of purposes
2. Distinguish between formal and informal discourse
3. Adapt speech to a variety of contexts and tasks

	L.5.1
	1. Define conjunctions, prepositions, and interjections
	2. Identify conjunctions, prepositions, and interjections in sentences
	3. Explain the purpose of conjunctions, prepositions, and interjections in sentences
	4. Identify the tense of verbs describe time, sequences, states, and conditions in reading.
	5. Convey various times, sequences, states, and conditions using verb tenses in writing.
	L.5.2
	1. Outline comma rules for setting off introductory words and phrases, the words yes and no, tag questions, and direct address
	2. Identify introductory words and phrases
	3. Separate an introductory element from the rest of the sentence by using commas.
	4. Spell grade-appropriate words correctly
	5. Use references as needed to aid in spelling
	L.5.4
	1. Decipher the meanings of words and phrases by using sentence context
	2. Identify the purpose and use of glossaries and dictionaries
	3. Determine the structure of glossaries and dictionaries
	4. Use both print and digital glossaries and dictionaries to define and clarify words
	L.5.6

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	1. Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
	2. Choose the most accurate word when describing contrast, addition, or other relationships
	3. Choose the most accurate word when discussing a particular topic
	4. Use knowledge of conjunctions to broaden vocabulary

Writing Tasks

- Well-constructed paragraphs including an opening, details, and closing sentence with correct grammar and punctuation
- Routine RACE writing
  - Citing text evidence

Portfolio Pieces:
- Compare and Contrast Essay
- Theme Essay

Content Vocabulary

Teacher will select 3 Tier 2 vocabulary words weekly in addition to content vocabulary. (Pick three words based on the chapters read that week).

Number the Stars: lanky, plead, sulk, occupation, sabotage, impassive, intricate, torment, disdain, belligerent, synagogue, dubious, holster, command, imprint, grim, pasture, scamper, sheer, recurring, stagger, protrude, lighthearted, swollen, segment, wither, remain, execute

Required Speaking and Listening	Suggested Speaking and Listening
- Whole group discussion - Pair-Share	- Create audio recordings - Class debates - Readers' Theater

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● Small group discussions ● Teacher directed discussions ● Student-led presentations ● Follow agreed upon rules for discussion ● Questioning techniques ● Active Listening Strategies ● Oral Presentations ● Oral Reading ● Oral response to questions ● Book talk	● Oral Report ● Literature Circle ● Partner talk ● Accountable talk ● Literacy TA-Speaking and Listening Activities ● Learn Zillion-Crafting a Persuasive Speech ● Literacy Design Collaborative Modules ● Literacy in Science-Animal Adaptations ● Collaboration Kit

Performance Task Options/Interdisciplinary Connections	Professional Resources
<u>Map a Holocaust Survivor Story/Digital Museum - Social Studies</u> Teachers will find survivor stories of Jewish people during the Holocaust. Students will summarize their stories based on what they read and then on a map, trace out the journey of the Holocaust survivor. Students will be able to make a timeline of events from the survivor and the regions they were moved to or escaped from. This will tie into the geography social studies standards.	● **iReady TeacherToolbox** ● **Achieve3000 articles**

Academic Vocabulary
Teacher will select 1 vocabulary word weekly in addition to content vocabulary. Accurate, approval, argument, avoid, cease, claim, conclude, context, convince, establish, evaluate, evidence, expand, expectation, explain, express, extend, familiar, frequent, gist, hesitate, historic, identify, influence, investigate, navigate, oppose, passage, persuade,

primary, recent, reference, review, significant, source, summary, superior, tolerate, analyze, compare, contrast, describe, develop, apply, benefit, cite, convey, impact, imply, refer, statement, infer, predict, analyze

Modifications/Accommodations for Students with IEPs	Modifications/Accommodations for At-Risk Students
- Review students' IEPs for academic and environmental supports. - Breakdown activities/assignments/projects/assessments into manageable units - Provide additional time to complete activities/ assignments/ projects/ assessments - Provide an option for alternative activities/assignments/projects/assessments as needed - Allow student to receive reading text in various forms (written, verbal, audio) - Provide texts for independent reading tasks at students' level. (lower-level text) - Pre-teach new vocabulary - Re-teach skills as needed - Spiral Review of learned material - Adjust pacing of content - Small Group Instruction - Modify content, assessments, homework, amount of independent work given (as needed) - Provide samples and model each step in the writing process - Use of Graphic Organizers and Visual Aids - Provide Guided Notes - Use of multi-sensory methods, as needed (hand-over-hand, larger print materials, lined paper options. - Use of word/picture banks for reference - Allow student to make test corrections, or re-take assessment for credit.	- Breakdown activities/assignments/projects/assessments into manageable units - Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Small Group Instruction - Intervention/Remediation - Individual Intervention/Remediation - Additional Support Materials - Guided Notes - Graphic Organizers - Tutoring **Resources:** - Achieve 3000 (Leveled Texts) - Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6) - Learning Ally - epic! - iReady Teacher Toolbox (Reading) - iReady Teacher Toolbox (Writing) - IXL Language Arts - Achieve the Core (Literacy) (All Grade Levels) - Graphic Organizers

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● Provide flexible seating options during reading or independent tasks
 	
Resources:
   ● Achieve 3000 (Leveled Texts)
   ● Leveled Reader Library (Leveled Readers, Decodable Readers, Guided Reading Skills) (K-6)
   ● Learning Ally
   ● epic!
   ● iReady Teacher Toolbox (Reading)
   ● iReady Teacher Toolbox (Writing)
   ● IXL Language Arts
   ● Achieve the Core (Literacy) (All Grade Levels)
   ● Graphic Organizers	

Modifications/Accommodations for Students with 504s	**Modifications/Accommodations for English Language Learners**

● Review students' 504 plans for academic and environmental supports
● Breakdown activities/assignments/projects/assessments into manageable units
● Provide additional time to complete activities/ assignments/ projects/ assessments
● Pre-teach vocabulary and terms.
● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.
● Provide extra time for completing tasks, checklists and other tasks.
● Provide samples and model each step of the writing process as needed.
● Access to word/picture banks for reference
● Use of graphic organizers
	All WIDA Can Do Descriptors can be found at this link: https://www.wida.us/standards/CAN_DOs/
	   ● Realia or concrete objects
	   ● Physical Models, Pictures, Photographs
	   ● Manipulatives
	   ● Videos and Films
	   ● Gestures, Physical Movements, Music and Songs
	   ● Partner Work
	   ● Student Mentor or Coach
	   ● Labeling
	   ● Word Banks
	   ● Sentence Starters, Sentence Frames
	   ● Graphic Organizers
	
	Resources:

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Resources:	● Achieve 3000 (Leveled Texts)
● Achieve 3000 (Leveled Texts)	● Leveled Reader Library (Leveled Readers, Decodable
● Leveled Reader Library (Leveled Readers, Decodable	Readers, Guided Reading Skills) (K-6)
Readers, Guided Reading Skills) (K-6)	● Learning Ally
● Learning Ally	● epic!
● epic!	● iReady Teacher Toolbox (Reading)
● iReady Teacher Toolbox (Reading)	● iReady Teacher Toolbox (Writing)
● iReady Teacher Toolbox (Writing)	● IXL Language Arts
● IXL Language Arts	● Achieve the Core (Literacy) (All Grade Levels)
● Achieve the Core (Literacy) (All Grade Levels)	● Graphic Organizers
● Graphic Organizers	

Extensions for Gifted Students	**Required/Suggested Activities**
● Have students provide additional reasons or citations for specific writing piece or open-ended answer ● Provide students higher Lexile levels during small group instruction ● Extend activities/assignments/projects/assessments ● Provide an option for alternative activities/assignments/projects/assessments ● Modify Content ● Adjust Pacing of Content ● Small Group Enrichment ● Individual Enrichment ● Higher-Level Text ● The inclusion of additional subject areas and/or activities (cross curricular).	**Required:** ● Do Now/Warm-Up ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● Measurable Objective ● Identify and review objectives for lesson ● Centers ● Guided Reading utilizing Before, During, and After activities ● Intervention/Remediation **Suggested:** ● Projects ● Academic Games ● Daily 5

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