

Stratford School District

Curriculum Map English Language Arts 5th Grade



Created: July 2024

Board Approved: August 2024

Units and Pacing Guide

Units	Time Frame
Novel Study: Night of Spadefoot Toads	10 weeks
Natural Disasters	10 weeks
Wild West	6 weeks
A New Home	8 weeks
Becoming Naomi Leon	6 weeks

Interdisciplinary Standards:Social Studies

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Visual and Performing Arts

1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements

Math Practice Standards

1. Make sense of problems and persevere in solving them.

3. Construct viable arguments and critique the reasoning of others.

New Jersey Computer Science and Design Thinking Standards:

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

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.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Career Readiness and Life Literacy Standards

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

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members

9.2.5.CAP.8: Identify risks that individuals and households face.

Unit 1: *Night of the Spadefoot Toads*

Unit Timeline: September - Mid November

Unit New Jersey Student Learning Standards:

L.RF.5.3. - Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read Grade-Level text with purpose and understanding
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell Grade appropriate words correctly

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. - Determine or clarify the meaning of unknown and multiple-meaning academic and domain specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
- C. Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.VI.5.3. - Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

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

RL.CR.5.1. - Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. - Determine the theme of a literary text (e.g., stories, plays, or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. - Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.TS.5.4. - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5. - Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.5.4. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.RW.5.7. - Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.5.1. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

Unit Learning Objectives:

Reading

- summarize a realistic fiction text
- determine the meaning of unknown words using context clues
- identify and interpret figurative language used in a text
- analyze characters and identify character traits to describe them
- compare and contrast characters
- analyze the author's craft and structure of a text
- relate point of view to description of events
- identify various conflicts in a text and explain how they contribute to the plot
- explain how settings can influence a character
- identify key details that help develop a story
- determine the theme of a realistic fiction text

Writing

- Create engaging narratives that are either real or imagined.
- Establish a clear situation and introduce characters effectively.
- Organize their stories in a way that events unfold logically.
- Use various narrative techniques to enhance storytelling.
- Employ sensory details and concrete language to create vivid imagery.
- Craft a satisfying conclusion that relates to the events of the narrative.

Unit Resources:

Core: *Night of the Spadefoot Toads* novel, Vocabulary Google slides, Google documents, Leveled reading books

Supplemental: IXL, Waggle, Storyworks, Independent reading novels, Blooket, Gimkit, Kahoot, Sadlier Grammar, Sadlier Writing, Writable

Learning Plan:

Pre-Unit

- Fall MAP Assessment
- Explanation of how to choose an AR book/select first book
- Plot/Story Elements Review
- Context Clues Review

Unit 1

- Read *Night of the Spadefoot Toads*/take notes/discuss
- Utilize Vocabulary document on Google Slides
- Apply close reading skills
- Complete assignments that coincide with the novel (Google documents)
- Small group instruction and centers
- Task Cards

- Narrative Writing Pieces (alternate point of view)

Unit Assessments:

Formative: Classwork, Student/teacher conferences, Do nows/exit tickets, Context clues quiz, Chapter assessments, Peer Editing, Graphic Organizers, Teacher Edits, Homework, Classwork, IXL Progress, Exit Tickets

Summative: AR quiz, End of unit assessment, Writing Pieces graded with rubric

Alternative: class projects, teacher notes and guided reading records, graphic organizers, conferences, written responses to text, writing conferences, teacher observations and records during the writing process

Unit 2: Natural Disasters (Module 3)

Unit Timeline: Mid November - Mid January

Unit New Jersey Student Learning Standards:

L.RF.5.3. - Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4.A. - Read grade-level text with purpose and understanding.

L.RF.5.4.B. - Read grade-level text orally with accuracy, appropriate rate, and expression.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

Substandards A - H

L.KL.5.1.A. - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.VL.5.2.A. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2.B. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.VL.5.2.C. - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3.A. - Interpret figurative language, including similes and metaphors, in context.

RI.CR.5.1. - Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.5.2. - Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3. - Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.TS.5.4. - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.PP.5.5. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.MF.5.6. - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of text in which it appears.

RI.CT.5.8. - Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

SL.PE.5.1.D. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

SL.UM.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.

W.SE.5.6. - Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

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

- A. 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 aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.WP.5.4. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Substands A - E

W.RW.5.7. - Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Learning Objectives:

Essential Question: How can learning about natural disasters make us safer?

Reading

Nature's Dark Side (Video)

- determine the central ideas of a video

Who Studies Natural Disasters

- recognize the characteristics of narrative nonfiction
- understand the effects of an author's word choice on readers

Eruption! Volcanoes and the Science of Saving Lives

- determine the meaning of unknown words using context clues
- make and confirm predictions using text features and structures
- analyze the use of text structure
- describe the author's use of imagery
- explain how sensory words help readers visualize parts of texts

Between the Glacier and the Sea: The Alaska Earthquake

- summarize media content in ways that maintain meaning and logical order
- determine the meaning of unknown words using context clues
- identify the purpose and audience of auditory, visual, and written media messages

Quaking Earth, Racing Waves

- summarize and respond using text evidence
- determine the meaning of unknown words using context clues
- examine how language contributes to an author's voice
- explain how an author's choice of words contributes to the author's style
- recognize the central idea of a text with relevant supporting details
- explain the author's purpose and message within a text

Hurricanes *The Science Behind Killer Storms*

- generate questions about text before, during, and after reading to deepen understanding and gain information
- determine the meaning of unknown words using context clues
- explain features such as insets, timelines, and sidebars to support understanding
- -analyze the author's use of print and graphic features to achieve specific purposes
- analyze how the use of text structure contributes to the author's purpose
- explain the relationship between two or more events, ideas, or concepts in a text based on specific information

Writing

- Identify and articulate a central idea related to a specific topic, investigation, issue, or event.
- Source and gather information from various reliable print and digital resources.
- Summarize or paraphrase the information effectively.
- Compare and contrast the different ideas they encounter in their research.
- Properly cite the sources they utilized in their work.

Unit Resources:

Core: *HMH Into Reading*, Teaching Pal, myBook, Get Curious Videos, Vocabulary Cards, Anchor charts, Know It, Show It book, Leveled reading books
Supplemental: IXL, Waggle, Storyworks, Independent reading novels, Blooket, Gimkit, Kahoot, Sadlier Grammar, Sadlier Writing, Writable

Learning Plan:

Pre-Unit

-Review text structures

Module 3

-Apply close reading skills
-Utilize vocabulary cards provided by HMH / Vocabulary Google doc
-Complete assignments in the "Know It, Show It" workbook
-Complete RACE responses
-Small group instruction and centers

Writing

Non-fiction/Research Pieces

Unit Assessments:

Formative: Classwork, Student/teacher conferences, Do nows/exit tickets, Context clues quiz, Chapter assessments, Peer Editing, Graphic Organizers, Teacher Edits, Homework, Classwork, IXL Progress, Exit Tickets

Summative: AR quiz, End of unit assessment, Writing Pieces graded with rubric

Alternative: class projects, teacher notes and guided reading records, graphic organizers, conferences, written responses to text, writing conferences, teacher observations and records during the writing process

Unit 3: Wild West (Module 4)

Unit Timeline: Mid January (1/20) - March (3/3)

Unit New Jersey Student Learning Standards:

L.RF.5.3. - Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4.A. - Read grade-level text with purpose and understanding.

L.RF.5.4.B. - Read grade-level text orally with accuracy, appropriate rate, and expression.

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

L.WF.5.2 Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

Substandards A-H

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2.A. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2.B. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.VL.5.2.C. - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3.C. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

RL.CR.5.1. - Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.5.1. - Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. - Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RI.CI.5.2. - Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RL.IT.5.3. - Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.IT.5.3. - Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.TS.5.4. - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RL.PP.5.5. - Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RI.PP.5.5. - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.MF.5.6. - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of text in which it appears.

RL.CT.5.8. - Compare and contrast the author's approaches across two or more literary texts within the same genre or about the same or similar topics.

RI.CT.5.8. - Compare and contrast the author's approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

SL.PE.5.1.D. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

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

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

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.WP.5.4. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Substands A - E

W.RW.5.7. - Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Learning Objectives:

Essential Question: What character traits were needed in people who settled the West?

Reading

Life in the Wild West (Video)

- determine the central ideas of a video

Why Go West?

- analyze the use of text structures

Explore The Wild West!

- determine the meaning of unknown words using context clues
- synthesize new ideas from information presented in an informational text
- recognize central ideas in an informational text
- identify relevant supporting details to a central idea in a nonfiction text
- analyze the use of text structure
- use text evidence to support analysis

- examine how language contributes to voice and tone

The Celestial's Railroad

- determine the meaning of unknown words using context clues
- recognize the central idea of a text, with supporting details
- discuss specific ideas in the text that are important to the meaning
- explain the author's purpose and message within a text

Homesteading (Video)

- determine the central ideas of a video
- determine the meaning of unknown words using context clues
- analyze how the use of structure in a video contributes to the author's purpose
- explain the relationship between two or more events, ideas, or concepts in a video based on specific information
- identify the purpose and audience of auditory, visual, and written media messages
- summarize information presented in diverse media formats, including visually, quantitatively, and orally

A Pioneer Sampler The Daily Life of a Pioneer Family in 1840

- determine the meaning of unknown words using context clues
- retell the plot and theme of a piece of literature
- analyze the relationships of and conflicts among characters
- analyze the influence of setting, including historical and cultural settings, on plot
- identify and understand the use of literary devices, including first-or-third-person point of view
- explain how a narrator's point of view influences the way events are described
- differentiate between formal and informal language

Writing

- identify and analyze various poetic forms (e.g., sonnets, haikus, free verse) and their characteristics, demonstrating an understanding of structure in poetry
- use imagery, similes, metaphors, and other figurative language to enhance their poetry, creating vivid and evocative language that engages readers
- write alternate endings for a given story, demonstrating creativity and understanding of how different endings can change the tone, message, or character development.
- will synthesize their gathered information into a coherent narrative or presentation, effectively communicating their findings while citing sources appropriately.

Unit Resources:

Core: *HMH Into Reading*, Teaching Pal, myBook, Get Curious Videos, Vocabulary Cards, Anchor charts, Know It, Show It book, Leveled reading books
 Supplemental: IXL, Waggle, Storyworks, Independent reading novels, Blooket, Gimkit, Kahoot, Sadlier Grammar, Sadlier Vocabulary, Writable

Learning Plan:

-Apply close reading skills
 -Utilize vocabulary cards provided by HMH / Vocabulary Google doc
 -Complete assignments in the "Know It, Show It" workbook
 -Complete RACE responses
 -Small group instruction and centers
 -Research Simulation Task, Poetry, Narrative (Story Continuation)

Unit Assessments:

Formative: Classwork, Student/teacher conferences, Do nows/exit tickets, Context clues quiz, Chapter

assessments, Peer Editing, Graphic Organizers, Teacher Edits, Homework, Classwork, IXL Progress, Exit Tickets

Summative: AR quiz, End of unit assessment, Writing Pieces graded with rubric

Alternative: class projects, teacher notes and guided reading records, graphic organizers, conferences, written responses to text, writing conferences, teacher observations and records during the writing process

Unit 4: A New Home (Module 8)

Unit Timeline: March - April

Unit New Jersey Student Learning Standards:

L.RF.5.3. - Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4.A. - Read grade-level text with purpose and understanding.

L.RF.5.4.B. - Read grade-level text orally with accuracy, appropriate rate, and expression.

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

Substandards A-H

L.KL.5.1.A - C Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.5.2.A. - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2.B. - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.VL.5.2.C. - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3.A. - Interpret figurative language, including similes and metaphors, in context.

L.VI.5.3.C. - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

RL.CR.5.1. - Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. - Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. - Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.PP.5.5. - Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.MF.5.6. - 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.CT.5.8. - Compare and contrast the author's approaches across two or more literary texts within the same genre or about the same or similar topics.

SL.PE.5.1.D. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4. - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

SL.UM.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.

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

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.WP.5.4. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Substands A - E

W.RW.5.7. - Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Learning Objectives:

Essential Question: How do people adapt to new experiences and make a new place home?

Reading

New Kid in Town (Video)

- determine the central ideas of a video

Moving to a New Country: A Survival Guide

- recognize a variety of text structures, including procedural

A Movie in My Pillow

- determine the meaning of unknown words using context clues
- create mental images
- determine theme of an assortment of poems
- explain the author's purpose and message
- identify and explain figurative language and repetition in poetry
- identify and explain tone in poetry

From Scratch

- determine the meaning of unknown words using context clues
- make inferences and use text evidence to support understanding
- analyze plot elements, including rising action, climax, falling action, and resolution
- understand conflict and what it contributes to a story

Elisa's Diary

- determine the meaning of unknown words using context clues
- analyze relationships and conflicts among characters
- analyze the way an author develops a character through the character's dialogue and actions
- compare and contrast two or more characters in a story, drawing on specific details in a text
- analyze plot elements, including rising action, climax, falling action, and resolution
- understand conflict and what it contributes to a story
- analyze the effects of plot devices, such as flashbacks and flash forward, on a story

Inside Out and Back Again

- determine the meaning of unknown words using context clues
- explain the use of sound devices and figurative language
- describe author's use of imagery and figurative language
- infer multiple themes within a text using text evidence
- describe how a speaker's point of view influences the way events are described
- explain the author's purpose and message within a text
- interpret visuals in a literary text
- analyze the use of print and graphic features to achieve author's purpose

- synthesize information to create new understanding

“How to Make S’mores”

- summarize a realistic fiction text
- analyze plot elements, including rising action, climax, falling action, and resolution
- determine the theme of a realistic fiction text

Writing

- learn to write clear and coherent informative/explanatory texts that convey ideas and information effectively
- organize their writing logically, use appropriate transitions, and support their ideas with relevant details and examples
- demonstrate the ability to use language that is suitable for their audience and purpose
- include relevant facts, definitions, and examples to support their main ideas

Unit Resources:

Core: *HMH Into Reading*, Teaching Pal, myBook, Get Curious Videos, Vocabulary Cards, Anchor charts, Know It, Show It book, Leveled reading books
 Supplemental: IXL, Waggle, Storyworks, Independent reading novels, Blooket, Gimkit, Kahoot, Sadlier Writing, Sadlier Grammar

Learning Plan:

-Apply close reading skills
 -Utilize vocabulary cards provided by HMH / Vocabulary Google doc
 -Complete assignments in the "Know It, Show It" workbook
 -Complete RACE responses
 -Small group instruction and centers

Writing: Literary Analysis and Informative Pieces

Unit Assessments:

Formative: Classwork, Student/teacher conferences, Do nows/Exit tickets, Selection/Weekly assessments, Peer Editing, Graphic Organizers, Teacher Edits, Homework, Classwork, IXL Progress, Exit Tickets

Summative: Module 8 Assessment, Writing Pieces graded with rubric

Alternative: class projects, teacher notes and guided reading records, graphic organizers, conferences, written responses to text, writing conferences, teacher observations and records during the writing process

Unit 5: *Becoming Naomi Leon*

Unit Timeline: May - June

Unit New Jersey Student Learning Standards:

L.RF.5.3. - Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. - Read with sufficient accuracy and fluency to support comprehension.
Substandards A-C

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
Substandards A-H

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Substandard A-C

L.VL.5.2. - Determine or clarify the meaning of unknown and multiple-meaning academic and domain specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
Substandards A-C

L.VI.5.3. - Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
Substandards A-C

RL.CR.5.1. - Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. - Determine the theme of a literary text (e.g., stories, plays, or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. - Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.TS.5.4. - Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5. - Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RI.AA.5.7 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.

SL.PE.5.1. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

W.WP.5.4. - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Substands A - E

W.RW.5.7. - Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Learning Objectives:

Reading

- summarize a realistic fiction text
- determine the meaning of unknown words using context clues
- identify and interpret figurative language used in a text
- analyze characters and identify character traits to describe them
- compare and contrast characters
- analyze relationships and conflicts among characters
- analyze the author's craft and structure of a text
- relate point of view to description of events
- identify key details that help develop a story
- determine the theme of a realistic fiction text

Writing

- Clearly express their opinion on a given topic or text.
- Provide logical reasons and relevant information to support their opinion.
- Organize their writing in a coherent structure that includes an introduction, supporting details, and a conclusion.

Unit Resources:

Core: *Becoming Naomi Leon* novel, Vocabulary Google slides, Google documents, Leveled reading books
Supplemental: IXL, Waggle, Storyworks, Independent reading novels, Blooket, Gimkit, Kahoot, Sadlier Vocabulary, Sadlier Grammar, Writable

Learning Plan:

- Read *Becoming Naomi Leon*/take notes/discuss
- Utilize Vocabulary document on Google Slides
- Apply close reading skills
- Complete assignments that coincide with the novel (Google documents)
- Small group instruction and centers
- Writing - Opinion pieces

Unit Assessments:

Formative: Classwork, Student/teacher conferences, Do nows/exit tickets, Context clues quiz, Chapter assessments

Summative: AR quiz, End of unit assessment, Writing pieces graded with rubric

Alternative: class projects, teacher notes and guided reading records, graphic organizers, conferences, written responses to text, writing conferences, teacher observations and records during the writing process

ACCOMMODATIONS and MODIFICATIONS

Additional accommodations can also be found in the curriculum [appendix](#).

504

- Work with fewer items per page or line and/or materials in a larger print size
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use an alarm to help with time management
- Take frequent breaks, such as after completing a task
- Use visual presentations of verbal material, such as word webs and visual organizers

Special Education

- Access to picture dictionaries
- Utilize graphic organizers to help writing process
- Listen to audio recordings instead of reading text
- Always keep the Closed Captioning option ON when showing videos or TV segments so that all students can listen to and read the information.
- Take more time to complete a task or a test
- Take sections of a test in a different order
- Be given a written list of instructions
- Sit where they learn best (for example, near the teacher, away from distractions)
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Have extra time to process oral information and directions
- Complete fewer or different homework problems than peers

At-Risk

- Access to picture dictionaries
- Utilize graphic organizers to help writing process
- Mark texts with a highlighter
- Be given a written list of instructions
- Flexible due dates
- Ability to resubmit assignments
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use visual presentations of verbal material, such as word webs and visual organizers

Gifted and Talented

- Avoid drill and practice activities.
- Create specialized learning centers for skill work
- Provide opportunities for divergent (many answers) and convergent (best answer) thinking
- Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals.
- Higher level support text
- Allow gifted students to move more quickly through the material
- Provide higher level thinking questions to invoke thoughtful written responses

Multilingual Learners

- Explanation of directions (English)
- Repeat directions
- Preferential seating
- Have curriculum materials translated into native language
- Provide verbal praise or tangible reinforcement to increase motivation
- Answer orally, point to answer