



**Allamuchy Township School District
Allamuchy, NJ**

**Language Arts
Grade 5**

CURRICULUM GUIDE

September 8, 2019

Mr. Joseph E. Flynn, Superintendent

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education
At the regular meeting held on September 23, 2019
And**

***Aligned with the New Jersey Core Curriculum Content Standards
And Common Core Content Standards***

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Philosophy and Rationale

The Allamuchy Township School District's K-5 Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Allamuchy Township School incorporates various opportunities for students to experience using their skills both inside and outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction. Learning to read literature, write, speak and listen for comprehension enables students to discover personal meaning and success throughout their lives. Learning to use the English language gives students a range of skills and applications for success throughout their lives.

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

Scope and Sequence

Unit 1: Eureka! I've Got It!

Comprehension Skills and Strategies:

- Target Skills: Story Structure, Author's Purpose, Cause and Effect, Theme, Understanding Characters
- Target Strategies: Summarize, Monitor/Clarify, Visualize, Analyze/Evaluate, Infer/Predict

Writing:

- Descriptive Paragraph, Narrative Composition, Dialogue, Fictional Narrative

Foundational Skills:

- VCV Pattern, Open and Close Syllables, VCCV Pattern, Homophones

Grammar:

- Complete Sentences, Subjects and Predicates, Kinds of Sentences, Simple and Compound Sentences, Nouns

Vocabulary:

- Target Vocabulary
- Strategies: Prefixes: re-, un-, dis-, in-, im-, ir-, non-, mis-, Context Clues, Using a Dictionary

Fluency:

- Rate, Phrases, Accuracy, Intonation, Expression

Speaking and Listening:

- Retell a Story, Listen for a Purpose, Give and Follow Directions, Summarize a Spoken Message, Interpret Literature

Unit 2: Taking the Next Step

Comprehension Skills and Strategies:

- Compare and Contrast, Fact and Opinion, Understanding Characters, Conclusions/Generalizations, Author's Purpose
- Infer/Predict, Summarize, Visualize, Question, Analyze/Evaluate

Writing:

- Response to Literature, Opinion Paragraph, Poem, Response to Literature Essay

Foundational Skills:

- Digraphs, Clusters, Stressed and Unstressed Syllables, Common Beginning syllables, vowel + r sound in multi-syllable words

Grammar:

- Verbs, Simple Verb Tenses, Conjunctions, Commas, Pronouns

Vocabulary:

- Target Vocabulary
- Vocabulary Strategies: Suffixes: -y, -ous, Greek and Latin word parts: phon, photo, graph, auto, tele, figurative language, antonyms, analogies

Fluency:

- Expression, Phrasing, Stress, Accuracy, Intonation

Speaking and Listening:

- Ask and Answer questions, compare print and non-print information, discuss literature with others, listen and respond, listen to distinguish fact and opinion

Unit 3: Getting From Here to There

Comprehension Skills and Strategies:

- Target Skills: Fact and Opinion, Sequence of Events, Cause and Effect, Text and Graphic Features, Main Ideas and Details
- Strategies: Infer/predict, visualize, summarize, question, monitor/clarify

Writing:

- Persuasive paragraph, problem-solution, persuasive letter, persuasive essay

Foundational Skills:

- Compound words, base words ending words, recognizing common word parts, recognize suffixes, three syllable words

Grammar:

Proper nouns, possessive nouns, regular verbs, participles, irregular verbs

Vocabulary:

- Target vocabulary
- Vocabulary strategies: suffixes: -ful, -less, -ness, -ment, -able, -ible, Greek and Latin Word Roots: spect, struct, tele, vis, multiple meaning wor

Fluency:

- Punctuation, rate, pauses, stress, expression

Speaking and Listening:

- Prepare interview questions, conduct and interview, view non-print media sources, listen to summarize ideas

Unit 4: It's Up to You

Comprehension Skills and Strategies:

- Target Skills: Author's Purpose, Conclusions, Text and Graphic features, Understanding Characters
- Target Strategies: Monitor/ Clarify, Visualize, Question, Summarize, Infer/ Predict

Writing:

- Persuasive Letter, Focus Trait: Voice, Write to Persuade: Paragraph, Problem Solving Solution Paragraph, Persuasive Essay

Foundational Skills:

- Compound Words, Vowel sounds in spoon and wood, Words with /k/ and /kn/ Words with /j/ and /s/ Words with VCCCV Pattern, Words with air, ear, are.

Grammar:

- What is an Adjective? Using the Verb be and helping verbs, Irregular Verbs, Contractions

Vocabulary:

- Dictionary/Glossary, Categorize and classify

Fluency: Intonation, Stress, Rate, Phrasing

Speaking and listening:

- Comprehension and Collaboration, Listen for Sequence

Unit 5: What's Next

Comprehension Skills and Strategies:

- **Target Skills:** Skill: Fact and Opinion, Compare and Contrast, Skill Sequence of Events, Author's Purpose, Text and Graphic function
- Strategy: Visualize, Question, Analyze / Evaluate, Infer/Predict

Writing:

- Write to express, Word Choice, ideas

Foundational Skills:

- Suffixes -less,, -ness, -able, Prefixes un-, pre-, re-, bi-, Suffixes -ful,-y, -ous, -ly, -er, Spelling Changes: -s, -es, -ed, -ing, Base Words and -ed, -ing, Words from other Languages

Grammar:

- Possessive Nouns and Possessive Pronouns, Using Proper Nouns, Abbreviations, What is an Adverbs?, What is a Preposition?

Vocabulary:

- Base Words and Prefix non-, Prefixes In-, im-, Suffixes er, est, Analogies

Fluency:

- Expression, Accuracy, Rate, Phrasing, Intonation

Speaking and listening:

- Comprehension and Collaboration

Unit 6: Linked In

Comprehension Skills and Strategies:

- Target Skills: Main Ideas and Details, Cause and Effect, Fact and Opinion, Understanding Characters, Conclusions/Generalizations
- Target Strategies: Analyze/Evaluate, Summarize, Visualize, Monitor and Clarify, Question

Writing:

- Write to Inform: Compare/Contrast Paragraph, Problem/Solution Paragraph, Focus Trait: Word choice, Instructions, Pre-write a research Project, Draft and Revise a Research Report,

Foundational Skills:

- Common Final Syllables-tion, -sion, -ture, Double Consonants, Words with ough, augh, Words Ending in -er, -le, Schwa Sound

Grammar:

- Writing Quotations, Possessive Pronouns, Correct Pronouns

Vocabulary:

- Prefixes un- and dis-, Compound Words, Suffix -ion, Homographs/ Homophones, Suffixes: Word Roots

Fluency: Rate, Accuracy, Intonation, Phrasing

Speaking and listening:

- Comprehension and Collaboration

Scope and Sequence is based on a 180 day school year.

Unit 1

Topic : Eureka! I've Got It!

Stage 1:Desired Result

Content Standards

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.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize 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.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

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

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.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. 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.

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.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.10. Write routinely over extended time frames (time for research, reflection, meta-cognition/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. Writing 6-8 6 W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from the argument presented.

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. 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.

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. 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.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Essential Questions

1. How do we get the things we need?
2. What can lead us to rethink an idea?
3. How can experiencing nature change the way you think about it?
4. How does technology lead to creative ideas?
5. What are the positive and negative effects of new technology?

Enduring Understandings

1. Proficient readers read closely to discover, summarize, and internalize the story elements in fiction of characterization, plot, setting, mood, conflict, and theme in a story.
2. Proficient readers are affected by the fictional texts that they read.
3. Proficient writers use narrative and explanatory writing skills to create original, detailed, and organized pieces of writing that entertain and inform their readers.

Knowledge and Skills (SWBAT embedded course proficiencies)

- The student will be able to use active reading skills to read more closely.
- The student will be able to differentiate between main idea and theme/central idea.
- The student will be able to identify the story elements of fiction: plot, characterization, conflict, theme, mood, setting.
- The student will be able to identify the point of view in a fictional story.
- The student will be able to identify conflicts in a story and their solutions and apply these acquired skills to their own lives.

- The student will be able to identify and use literary devices and figurative language:(ie. similes/metaphors, alliteration, onomatopoeia, personification, irony)
- The student will be able to use Standard English to write descriptive, detailed, organized, entertaining narrative pieces of writing.
- The student will be able to use an organized method to write strong explanatory (literary analysis) pieces.
- The student will be able to begin to correctly use conjunctions, prepositions, interjections, verb tenses, and dialogue with quotes.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading

- Read and comprehend grade level appropriate literature, including stories, dramas, and poetry independently and proficiently.
- Read and comprehend grade level informational texts, including history/social studies both independently and proficiently.

Writing:

- Develop and write a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates on a chosen topic.

Speaking and Listening:

- 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.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative:

- Short teacher created assessments to evaluate acquisition of standards
- Informal, routine writing tasks both narrative and explanatory
- Teacher and student led questioning on current learning topics
- Group projects on reading topics
- Posters on literary devices and figurative language
- Anecdotal teacher observations on student daily progress

Summative:

- Benchmark test on fictional reading: objective and subjective
- Published writing pieces
- NJSLA Assessments

Stage 3: Learning Plan

In this unit Eureka! I’ve Got It!, students will engage in many differentiated activities. They will refer to specific material throughout the unit to ensure their comprehension and retention of major themes. Students will be assessed through reading, writing, and speaking assessments. In order to ensure student understanding throughout unit, students will benefit from scaffolding and “chunking” of material. Students will also take part in project-based learning and a collaborative approach where they are able to further their understanding while utilizing and improving upon their technological and critical thinking skills. Within the classroom environment, students will reflect upon material through constant review and reinforcement.

Throughout the unit the students apply and practice many 21st Century Themes. The theme of Communication

and Collaboration between the students is encouraged during this unit. Working together towards a common goal is an important skill to attain. Environmental Literacy is a focus in this first unit. Critical Thinking and Problem Solving are both emphasized. They need to work to hone their Information Literacy skills as they use on-line databases to locate pertinent details. They also locate facts from informational texts. Digital tools become part of the students working days as they use computers as research tools and also to produce and publish narrative as well as explanatory works.

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that can be used in any unit.

- Teacher created activities & assessments words.
- Monitor reading, using decoding, word recognition, and re-reading of text.
- Encourage students to make reading sound like the characters are talking.
- Literature circle activities & discussions
- Trait Crate
- Discuss overall meaning and messages of text
- Plot charts
- Utilize reading logs
- Study unit on poetry during National Poetry Month and discuss theme through different poems
- Design character trait posters depicting characters from biographies or novels and traits they exhibit.
- Create vocabulary cards or lists of unknown words in text. Create vocabulary center for students to develop vocabulary and utilize domain-specific words within a text.
- Define unknown words using a dictionary or online source
- Create pictures of figurative language like similes, metaphors, hyperboles, and idioms
- Poetry Project- identify favorite poem that relates to student's life and identify structural elements. Write a poem that relates to the first.
- Read poems and plays, discussing structural elements.
- Read passages and identify differing points of view
- Create Venn-diagrams and t-charts with similarities and differences in narration
- Discuss pictures within novels and how they help us understand the text.
- Draw visualizations of a text to help
- After reading a novel, watch the video dramatization. Create Venn-diagrams discussing differences in versions and write about preference of version.
- Book report presentations
- Continue to make text-to-text, text-to-self, and text-to-world connections
- Read and compare different types of stories.
- Discuss similarities and differences across different forms of literature from different cultures or authors.
- Write about how characters solved problems in different ways in different stories.
- Scaffold reading of literature and non-fiction in guided reading groups
- Subject students to a variety of text on a variety of levels
- Word wall- Display words on wall in classroom for future use.
- Biography Research Project in language arts or social studies
- Comprehension assessments, AR tests, on a variety of levels
- Use multi-syllable games and card puzzles to correctly pronounce multisyllabic
- Model fluent reading in read-aloud
- Yo! Yes!- Model reading of punctuation and inflection.
- Write a 4-5 paragraph persuasive essay in which students have to support their opinion reasons and

information.

- Write newspaper articles or book recommendations using reasons for support.
- Utilize different types of graphic organizers to brainstorm ideas in an organized manner for writing.
- Write grade appropriate compositions for specific audiences and purposes.
- Writer's Workshop- provide students with opportunities to peer and teacher conference in order to strengthen, revise and edit writing.
- Type essays in one sitting, utilizing the internet to add pictures.
- Post completed writing on website for discussion.
- Utilize technology to research information for writing.
- Research an unusual animal that has a unique adaptation that helps it survive. Create a poster or brochure about this animal.
- Research a favorite author and create a Power Point presentation to convey knowledge.
- Produce numerous pieces of writing for many different purposes and in different time frames.
- Fill out and review evaluation tool or "exit slip" at the end of discussions.
- Online Preposition Desert Game- Identify prepositions and objects of prepositions (see website).
- Diagram sentences using Framing Your Thoughts.
- Daily Oral Language
- Homophone Word Games

Time Allotment: 1/6 of the school year

Unit 2

Topic: Taking the Next Step

Stage 1:Desired Results

Content Standards:

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.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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.5.9. 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.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

W.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.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

W.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 aiding 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.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. 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.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.10. Write routinely over extended time frames (time for research, reflection, meta-cognition/self-correction purposes, and audiences. Writing 6-8 6 W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from the argument presented.

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. 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.

SL.5.2. Paraphrase portions of a 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.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. 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.5.4 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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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).

Essential Questions

1. What do good problem solvers do?
2. What can you do to get the information you need?
3. How do we investigate questions about nature?
4. When has a plan helped you accomplish a task?
5. What motivates you to accomplish a goal?

Enduring Understandings

1. By reading literature and informational text closely, proficient readers can come to understand that people from different cultures and backgrounds can come together for a united goal when needed.
2. Proficient writers express their opinions in clear, standard English, and provide written evidence from literature, informational text, and film in order to support their opinions in a sophisticated manner.

Knowledge and Skills (SWBAT embedded course proficiencies)

The student will be able to use active reading skills to read more closely.

- The student will be able to differentiate between main idea and theme/central idea.
- The student will be able to identify the story elements of fiction: plot, characterization, conflict, theme, mood, setting.
- The student will be able to identify the point of view in a fictional story.
- The student will be able to identify conflicts in a story and their solutions and apply these acquired skills to their own lives.
- The student will be able to identify and use literary devices and figurative language: (ie. similes/metaphors, alliteration, onomatopoeia, personification, irony)
- The student will be able to use standard English to write descriptive, detailed, organized, entertaining narrative pieces of writing.
- The student will be able to use an organized method to write strong opinion and explanatory (literary analysis and research) pieces.
- The student will be able to begin to correctly use conjunctions, prepositions, interjections, verb tenses, and dialogue with quotes.
- The student will be able to use the perfect verb tense.
- The student will be able to use introductory commas.
- The student will be able to expand, combine, and reduce sentences.
- The student will be able to compare/contrast varieties of English.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading

- Read and comprehend grade level appropriate literature, including stories, dramas, and poetry independently and proficiently.

- Read and comprehend grade level informational texts, including history/social studies both independently and proficiently.

Writing:

- Develop and write a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates on a chosen topic.

Speaking and Listening:

- 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.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative:

- Short teacher created assessments to evaluate acquisition of standards
- Informal, routine writing tasks both narrative and explanatory
- Teacher and student led questioning on current learning topics
- Group projects on reading topics
- Posters on literary devices and figurative language
- Anecdotal teacher observations on student daily progress

Summative:

- Benchmark test on fictional reading: objective and subjective
- Published writing pieces
- NJSLA Assessments

Stage 3: Learning Plan

In this unit Taking the Next Step, students will engage in many differentiated activities. They will refer to specific material throughout the unit to ensure their comprehension and retention of major themes. Students will be assessed through reading, writing, and speaking assessments. In order to ensure student understanding throughout unit, students will benefit from scaffolding and “chunking” of material. Students will also take part in project-based learning and a collaborative approach where they are able to further their understanding while utilizing and improving upon their technological and critical thinking skills. Within the classroom environment, students will reflect upon material through constant review and reinforcement. Unit 2 continues to integrate many of the 21 Century Themes and Skills. Critical Thinking and Problem Solving are a focus in this unit because the characters in the novel that is read must meet their problems head on and solve them without help from adults. The students use their own critical thinking skills to solve various problems like the characters in the novel. Social and Cross Cultural Skills stand out in this unit, and the students have many discussions regarding the differences and similarities in the cultures they find in their novel. As the students work on their various projects for this unit, there are given opportunities to practice Productivity and Accountability. They must be productive within time limits and be accountable for their work whether it is an individual or group project. Digital Tools continue to be integrated as the students utilize the school technology labs, the Smart board is used in class, and laptops are available for use.

For additional teaching approaches and techniques refer to page 9

Time Allotment: 1/6 of the school year

Unit 3

Topic: Getting From Here to There

Stage 1: Desired Results

Content Standards:

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.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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.5.9. (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.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

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.

a. Read grade-level text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

W.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.5.3 Write narratives to develop real or imagined experiences or events using effective technique,

descriptive details, and clear even sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of

events. Use concrete words and phrases and sensory details to convey experiences and events precisely. 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.5.9 Draw evidence from literary or informational texts to support analysis, reflection and research.

a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W.5.10. Write routinely over extended time frames (time for research, reflection, meta-cognition/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. Writing 6-8 6 W.6.1. Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s) and organize the reasons and evidence clearly. B. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from the argument presented.

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. 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.

L.5.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

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

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

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

Essential Questions

1. What can learning about different cultures teach us?
2. How can learning about nature be useful?
3. Where can you find patterns in nature?
4. What benefits come from people working as a group?
5. How do we explain what happened in the past?

Enduring Understandings

1. Through reading, analyzing, and comparing various stories of folklore, students will find that these stories have many common characteristics.
2. Folklore from various authors and countries can teach life lessons that can be applied to many situations in life.
3. Proficient writers express their opinions and ideas in clear, standard English, and provide written evidence from literature, informational text, and film in order to support those opinions and ideas in a sophisticated manner.

Knowledge and Skills (SWBAT embedded course proficiencies)

- The student will be able to use active reading skills to read more closely.
- The student will be able to differentiate between main idea and theme/central idea.
- The student will be able to identify the story elements of fiction: plot, characterization, conflict, theme, mood, setting.
- The student will be able to identify the point of view in a fictional story.
- The student will be able to identify conflicts in a story and their solutions and apply these acquired skills to their own lives.
- The student will be able to identify and use literary devices and figurative language: (i.e. similes/metaphors, alliteration, onomatopoeia, personification, irony)
- The student will be able to use standard English to write descriptive, detailed, organized, entertaining narrative pieces of writing.
- The student will be able to use an organized method to write strong opinion and explanatory (literary analysis and research) pieces.
- The student will be able to begin to correctly use conjunctions, prepositions, interjections, verb tenses, and dialogue with quotes.
- The student will be able to use the perfect verb tense.
- The student will be able to use introductory commas, commas for Yes, No, and direct address.
- The student will be able to expand, combine, and reduce sentences.
- The student will be able to compare/contrast varieties of English.
- The student will be able to use reference materials.
- The student will be able to use relationship transition words and phrases-however, although, nevertheless, in addition, etc.

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading

- Read and comprehend grade level appropriate literature, including stories, dramas, and poetry independently and proficiently.
- Read and comprehend grade level informational texts, including history/social studies both independently and proficiently.

Writing:

- Develop and write a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates on a chosen topic.

Speaking and Listening:

- 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.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)**Formative:**

- Short teacher created assessments to evaluate acquisition of standards
- Informal, routine writing tasks both narrative and explanatory
- Teacher and student led questioning on current learning topics
- Group projects on reading topics
- Posters on literary devices and figurative language
- Anecdotal teacher observations on student daily progress

Summative:

- Benchmark test on fictional reading: objective and subjective
- Published writing pieces
- NJSLA Assessments

Stage 3: Learning Plan

In this unit students will engage in many differentiated activities. They will refer to specific material throughout unit to ensure their comprehension and retention of major themes. Students will be assessed through reading, writing, and speaking assessments. In order to ensure student understanding throughout unit, students will benefit from scaffolding and “chunking” of material. Students will also take part in project-based learning and a collaborative approach where they are able to further their understanding while utilizing and improving upon their technological and critical thinking skills. Within the classroom environment, students will reflect upon material through constant review and reinforcement. Unit 3 integrates many of the 21 Century Themes and Skills. Critical Thinking and Problem Solving are a focus in this unit because the characters in the various folktales have conflicts that need to be solved somehow. The students will analyze how these characters complete these tasks and will be influenced by their decisions. Social and Cross Cultural Skills are once again a focus, as the students will see how certain cultures in the past dealt with anomalies in nature and social issues. They must be productive within time limits and be accountable for their work whether it is an individual or group research project. This will allow them to demonstrate Information Literacy, as well. Digital Tools continue to be integrated as the students utilize the school technology labs, the Smart board is used in class, and laptops are available for use.

For additional teaching approaches and techniques refer to page 9

Time Allotment: 1/6 of the school year

Unit 4

Topic: It's Up to You

Stage 1: Desired Results:

Content Standards:

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.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding .c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.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.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 aiding 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.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.5.8 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.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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. 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.

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

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.

L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

L.5.5 Demonstrate understanding of figurative language, word relations, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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).

Essential Questions:

1. What kinds of stories do we tell? Why do we tell them?
2. What can you discover when you give things a second look?
3. What can people do to bring about a positive change?
4. Why are natural resources valuable?
5. How do you express that something is important to you?

Enduring Understandings:

1. Readers can work together in cooperative groups to enhance their reading experiences even more than just reading alone.
2. Readers can use their English Language Arts knowledge and skills to help themselves and others have enhanced reading and writing experiences.

Knowledge and Skills (SWBAT embedded course proficiencies)

- The student will be able to use active reading skills to read more closely.
- The student will be able to differentiate between main idea and theme/central idea.
- The student will be able to identify the story elements of fiction: plot, characterization, conflict, theme, mood, setting.
- The student will be able to identify the point of view in a fictional story.
- The student will be able to identify conflicts in a story and their solutions and apply these acquired skills to their own lives.
- The student will be able to identify and use literary devices and figurative language: (ie. similes/metaphors, alliteration, onomatopoeia, personification, irony)
- The student will be able to use Standard English to write descriptive, detailed, organized, entertaining narrative pieces of writing.
- The student will be able to use an organized method to write strong opinion and explanatory (literary analysis and research) pieces.
- The student will be able to begin to correctly use conjunctions and correlative conjunctions, prepositions, interjections, verb tenses, and dialogue with quotes.
- The student will be able to use introductory commas, commas for Yes, No, and direct address.
- The student will be able to expand, combine, and reduce sentences.
- The student will be able to compare/contrast varieties of English.
- The student will be able to use reference materials.
- The student will be able to use relationship transition words and phrases-however, although, nevertheless, in addition, etc.

Benchmarks (embedded student proficiencies)

Reading

- Read and comprehend grade level appropriate literature, including stories, dramas, and poetry independently and proficiently.
- Read and comprehend grade level informational texts, including history/social studies both independently and proficiently.

Writing:

- Develop and write a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates on a chosen topic.

Speaking and Listening:

- 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.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative:

- Short teacher created assessments to evaluate acquisition of standards
- Informal, routine writing tasks both narrative and explanatory
- Teacher and student led questioning on current learning topics
- Group projects on reading topics
- Posters on literary devices and figurative language
- Anecdotal teacher observations on student daily progress

Summative:

- Benchmark test on fictional reading: objective and subjective
- Published writing pieces
- NJSLA Assessments

Stage 3: Learning Plan

Unit 4 integrates many of the 21 Century Themes and Skills. Critical Thinking and Problem Solving continue to be a focus in this unit because the characters in the various novels and stories have conflicts that need to be solved somehow. The students will analyze how these characters complete these tasks and will be influenced by their decisions. Communication and Collaboration are two important themes in this unit because the students will be working together in literature groups, all using their own strengths to come to common goals. Leadership and Responsibility play a huge role in this unit, as the students work together in cooperative groups to engage in comprehensive cooperative reading and writing tasks. The students will once again have the opportunity to practice Productivity and Accountability. They must be productive within time limits and be accountable for their work whether it is an individual or group project. Digital Tools continue to be integrated as the students utilize the school technology labs, the Smart board is used in class, and laptops are available for use. In this unit students will engage in many differentiated activities. They will refer to specific material throughout unit to ensure their comprehension and retention of major themes. Students will be assessed through reading, writing, and speaking assessments. In order to ensure student understanding throughout unit, students will benefit from scaffolding and “chunking” of material. Students will also take part in project-based learning and a collaborative approach where they are able to further their understanding while utilizing and improving upon their technological and critical thinking skills. Within the classroom environment, students will reflect upon material through constant review and reinforcement.

For additional teaching approaches and techniques refer to page 9

Time Allotment: 1/6 of the school year

Unit 5

Topic: What's Next?

Stage 1: Desired Results

Content Standards:

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.5.7 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.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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.5.7 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.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. 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. 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 aiding 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.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.

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.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.

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.

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.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).

Essential Questions:

1. How do we get things we need?
2. What can lead us to rethink an idea?
3. How can experiencing nature change the way you think about it?
4. How does technology lead to creative ideas?
5. What are the positive and negative effects of new technology?

Enduring Understandings:

1. Proficient readers read closely to discover, summarize, and internalize the story elements in fiction of characterization, plot, setting, mood, conflict, and theme in a story.
2. Proficient readers are affected by the fictional texts that they read.
3. Proficient writers use narrative and explanatory writing skills to create original, detailed, and organized pieces of writing that entertain and inform their readers.

Knowledge and Skills (SWBAT embedded course proficiencies)

- The student will be able to use active reading skills to read more closely.
- The student will be able to differentiate between main idea and theme/central idea.
- The student will be able to identify the story elements of fiction: plot, characterization, conflict, theme, mood, setting.
- The student will be able to identify the point of view in a fictional story.
- The student will be able to identify conflicts in a story and their solutions and apply these acquired skills to their own lives.

- The student will be able to identify and use literary devices and figurative language: (ie. similes/metaphors, alliteration, onomatopoeia, personification, irony)
- The student will be able to use Standard English to write descriptive, detailed, organized, entertaining narrative pieces of writing.
- The student will be able to use an organized method to write strong opinion and explanatory (literary analysis and research) pieces.
- The student will be able to begin to correctly use conjunctions and correlative conjunctions, prepositions, interjections, verb tenses, and dialogue with quotes.
- The student will be able to use introductory commas, commas for Yes, No, and direct address.
- The student will be able to expand, combine, and reduce sentences.
- The student will be able to compare/contrast varieties of English.
- The student will be able to use reference materials.
- The student will be able to use relationship transition words and phrases-however, although, nevertheless, in addition, etc.

Benchmarks (embedded student proficiencies)

Reading

- Read and comprehend grade level appropriate literature, including stories, dramas, and poetry independently and proficiently.
- Read and comprehend grade level informational texts, including history/social studies both independently and proficiently.

Writing:

- Develop and write a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates on a chosen topic.

Speaking and Listening:

- 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.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative:

- Short teacher created assessments to evaluate acquisition of standards
- Informal, routine writing tasks both narrative and explanatory
- Teacher and student led questioning on current learning topics
- Group projects on reading topics
- Posters on literary devices and figurative language
- Anecdotal teacher observations on student daily progress

Summative:

- Benchmark test on fictional reading: objective and subjective
- Published writing pieces
- NJSLA Assessments

Stage 3: Learning Plan

In this unit What's Next? students will engage in many differentiated activities. They will refer to specific material throughout the unit to ensure their comprehension and retention of major themes. Students will be assessed through reading, writing, and speaking assessments. In order to ensure student understanding throughout unit, students will benefit from scaffolding and "chunking" of material. Students will also take part in project-based learning and a collaborative approach where they are able to further their understanding while utilizing and improving upon their technological and critical thinking skills. Within the classroom environment, students will reflect upon material through constant review and reinforcement.

Throughout the unit the students apply and practice many 21st Century Themes. The theme of Communication and Collaboration between the students is encouraged during this unit. Working together towards a common goal is an important skill to attain. Environmental Literacy is a focus in this unit.

Critical Thinking and Problem Solving are both emphasized. They need to work to hone their Information Literacy skills as they use on-line databases to locate pertinent details. They also locate facts from informational texts. Digital tools become part of the students working days as they use computers as research tools and also to produce and publish narrative as well as explanatory works.

For additional teaching approaches and techniques refer to page 9

Time Allotment: 1/6 of the school year

Unit 6

Topic:

Stage 1: Desired Results

Content Standards:

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.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

5 RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.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.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 aiding 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.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.5.8 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.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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. 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.

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

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.

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibility from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

L.5.5 Demonstrate understanding of figurative language, word relations, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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).

Essential Questions:

1. How do different groups contribute to a cause?
2. What actions can we take to get along with others?
3. How do living things adapt to their environment?
4. What impact do our actions have on our world?
5. What can our connections to the world teach us?

Enduring Understandings:

1. Proficient readers read closely to discover, summarize, and internalize the story elements in fiction of characterization, plot, setting, mood, conflict, and theme in a story.
2. Proficient readers are affected by the fictional texts that they read.

3. Proficient writers use narrative and explanatory writing skills to create original, detailed, and organized pieces of writing that entertain and inform their readers.

Knowledge and Skills (SWBAT embedded course proficiencies)

- The student will be able to use active reading skills to read more closely.
- The student will be able to differentiate between main idea and theme/central idea.
- The student will be able to identify the story elements of fiction: plot, characterization, conflict, theme, mood, setting.
- The student will be able to identify the point of view in a fictional story.
- The student will be able to identify conflicts in a story and their solutions and apply these acquired skills to their own lives.
- The student will be able to identify and use literary devices and figurative language: (ie. similes/metaphors, alliteration, onomatopoeia, personification, irony)
- The student will be able to use Standard English to write descriptive, detailed, organized, entertaining narrative pieces of writing.
- The student will be able to use an organized method to write strong opinion and explanatory (literary analysis and research) pieces.
- The student will be able to begin to correctly use conjunctions and correlative conjunctions, prepositions, interjections, verb tenses, and dialogue with quotes.
- The student will be able to use introductory commas, commas for Yes, No, and direct address.
- The student will be able to expand, combine, and reduce sentences.
- The student will be able to compare/contrast varieties of English.
- The student will be able to use reference materials.
- The student will be able to use relationship transition words and phrases-however, although, nevertheless, in addition, etc.

Benchmarks (embedded student proficiencies)

Reading

- Read and comprehend grade level appropriate literature, including stories, dramas, and poetry independently and proficiently.
- Read and comprehend grade level informational texts, including history/social studies both independently and proficiently.

Writing:

- Develop and write a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates on a chosen topic.

Speaking and Listening:

- 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.

Language:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative:

- Short teacher created assessments to evaluate acquisition of standards
- Informal, routine writing tasks both narrative and explanatory
- Teacher and student led questioning on current learning topics

- Group projects on reading topics
- Posters on literary devices and figurative language
- Anecdotal teacher observations on student daily progress

Summative:

- Benchmark test on fictional reading: objective and subjective
- Published writing pieces
- NJSLA Assessment

Stage 3: Learning Plan

In this unit Linked In, students will engage in many differentiated activities. They will refer to specific material throughout the unit to ensure their comprehension and retention of major themes. Students will be assessed through reading, writing, and speaking assessments. In order to ensure student understanding throughout unit, students will benefit from scaffolding and “chunking” of material. Students will also take part in project-based learning and a collaborative approach where they are able to further their understanding while utilizing and improving upon their technological and critical thinking skills. Within the classroom environment, students will reflect upon material through constant review and reinforcement. Throughout the unit the students apply and practice many 21st Century Themes. The theme of Communication and Collaboration between the students is encouraged during this unit. Working together towards a common goal is an important skill to attain. Environmental Literacy is a focus in this unit. Critical Thinking and Problem Solving are both emphasized. They need to work to hone their Information Literacy skills as they use on-line databases to locate pertinent details. They also locate facts from informational texts. Digital tools become part of the students working days as they use computers as research tools and also to produce and publish narrative as well as explanatory works.

For additional teaching approaches and techniques refer to page 9

Time Allotment: 1/6 of the school year

Resources

Reading Wonders Curriculum Materials such as:

- Leveled Readers,
- Read Alouds
- Smartboard Interactive Lessons and
- High Frequency Word Cards.

Accelerated Reader

Star Reading

iXL

Framing Your Thoughts Strand of Project Read

Report Form

6+1 Writing Traits

Technology Resources:

- http://www.readtennessee.org/teachers/common_core_standards/3rd_gra
- [de/reading_literature.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_gra/de/reading_literature.aspx)
- www.fcrr.org
- www.pinterest.com
- www.teacherspayteachers.com
- www.havefunteaching.com
- <http://tc.readingandwritingproject.com/>
- http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html
- <http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>
- <http://www.readingrockets.org/article/3479/>
- <http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>
- <http://www.scholastic.com/teachers/>
- <http://www.readwritethink.org/materials/acrostic/>
- <http://www.gigglepoetry.com/poetryclass/acrostic.html>
- http://www.eduplace.com/tales/content/wwt_045.html
- http://www.eduplace.com/activity/poem_cinquain.html
- <http://www.readinglady.com/> This website features lessons based on comprehension strategies and the books “Strategies that Work” and “Mosaic of Thought.”
- <http://pbskids.org/> Fun website that features various genres of poetry
- www.readingrockets.org/ Offers strategies, lessons, activities and ideas designed to help young child

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Integration of Digital Tools

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

CURRICULUM MODIFICATIONS

Special education and 504 students

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

General modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior modifications:

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

Students at risk of school failure

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities

- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

English language learner students (ell)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Gifted and talented students (g&t)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities