

# SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



*Committed to Excellence*

<b>Course Name: English Language Arts (E/LA)</b>	<b>Grade Level(s): 5</b>
<b>BOE Adoption Date: October 2017</b>	<b>Revision Date(s):</b>

## **ABSTRACT**

As students' progress from Kindergarten through Grade Five they experience New Jersey Student Learning Standards for English Language Arts and Literacy which are designed to build progressively on one another and develop the necessary skills and knowledge students will need to succeed in college, career, and life. In K-5, fulfilling the requirements presented in the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts.

In contrast grades 6-12 pay greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the NJ SLS pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. Reading, writing, speaking, and listening span the school day from K-12 as integral parts of every subject. In the fifth grade, we see a culmination of application and student understanding of concepts first introduced in kindergarten.

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## Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

## Curriculum and Instruction Goals

### Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

## Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the NJ Core Curriculum Content Standards (NJCCCS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based

assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

### How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

### Terms to Know

1. **Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeably with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
2. **Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms. <http://www.udlcenter.org/aboutudl>
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document. <http://www.ascd.org>

4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document. <http://www.ascd.org>
5. **Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson. <http://www.marzanocenter.com>
8. **Learning Goal(s):** Learning goals are broad statements that note what students “should know” and/or “be able to do” as they progress through a unit. Learning goals correlate specifically to the NJSL (New Jersey Student Learning Standards) are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately. <http://www.marzanoresearch.com>
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses. <http://www.state.nj.us/education/modelcurriculum/>
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a “model” for which districts can properly implement the NJSL (New Jersey Student Learning Standards) by providing an example from which to work and/or a product for implementation.

12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
14. **Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students "should know" or "be able to do" upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. <http://www.state.nj.us/njded/cccs/>
- **State:** The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
15. **Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
16. **21<sup>st</sup> Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21<sup>st</sup> century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum. <http://www.p21.org/our-work/p21-framework>

**Proficiencies and Pacing: Trimester 1**

**Course Name: English Language Arts- Grade 5**

Unit Title: Unit 1	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 1: Reading Identity and Independence	8 weeks	<p><b>READING</b> Primary Focus Standards: <b>READING LITERATURE</b> <b>NJ SLS RL.5.1</b> <b>NJ SLS RL.5.2</b> <b>NJ SLS RL.5.3</b> <b>NJ SLS RL.5.4</b> <b>NJ SLS RL.5.5</b> <b>NJ SLS RL.5.6</b></p> <p><b>READING INFORMATION</b> <b>NJ SLS RI.5.1</b> <b>NJ SLS RI.5.2</b></p>	<p><b>READING</b> Primary Focus Standards: <b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b> Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at. (2 weeks)</p> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI. 5.2</b> Students will be able to determine the theme of a text and locate particular details that convey the theme. (2 weeks)</p> <p><b>NJ SLS RL.5.3</b> Students will be able to compare and contrast characters in a text and provide details from the text. Students will be able to compare and contrast settings in a text and provide</p>	<p><b>READING: Schoolwide Launching Unit</b></p> <p><b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use quotes or references from a text when explaining with the text says explicitly and/or when explaining inferences drawn from the text</li> <li>• Student will be able to summarize the key points of a text</li> <li>• Student will be able to identify details to support the main idea</li> <li>• Student will be able to explain how the author supports main idea with key details</li> </ul> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI. 5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key details in a text</li> <li>• Students will be able to analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Students will be able to identify the theme of the text</li> <li>• Students will be able to determine the main idea of the text</li> </ul> <p><b>NJ SLS RL.5.3</b></p> <ul style="list-style-type: none"> <li>• Students will be able to examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts</li> <li>• Students will be able to refer to specific</li> </ul>

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			<p>details from the text. Students will be able to compare and contrast events in a text and provide details from the text. (1 week)</p> <p><b>NJ SLS RL.5.4</b> Students will be able to determine the meanings of words and phrases as they are used in a text. Students will be able to define simile and metaphor. Students will be able to determine what similes and metaphors mean as they are used in a text. (Throughout the unit)</p> <p><b>NJ SLS RL.5.5</b> Students will be able to describe the overall structure of a novel by explaining how the chapters unfold. Students will be able to describe the overall structure of a poem by explaining how the stanzas unfold. Students will be able to describe the overall structure of a drama by explaining how the scenes unfold. (1 week)</p>	<p>details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events</p> <p><b>NJ SLS RL.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Students will be able to identify metaphors and similes</li> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> <li>• Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> </ul> <p><b>NJ SLS RL.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)</li> <li>• Students will be able to explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul>

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		<p><b>READING FOUNDATION</b>  <b>NJ SLS RF.5.3a</b>  <b>NJ SLS RF.5.4. a, b, c</b></p>	<p><b>NJ SLS RL.5.6</b>  Students will be able to describe the point of view of the narrator or speaker in a text. Students will be able to explain how the point of view of the narrator or speaker in a text influences how events are described. Students will be able to define point of view. Students will be able to analyze multiple versions of the same event or topic and locate important similarities and differences in the point of view they represent.  (1/2 week)</p> <p><b>NJ SLS RF.5.3A</b>  Students will be able to determine the meaning of most multisyllabic words by studying their roots and affixes. Students will be able to read multi-syllable words. Students will be able to 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. (Throughout the unit)</p> <p><b>NJ SLS RF.5.4A, B, C</b>  Students will be able to read stories and poems aloud clearly and at a steady pace. Students will be able to correct mistakes they make or reread for</p>	<p><b>NJ SLS RL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the narrator’s point of view</li> <li>• Students will be able to explain how the point of view impacts the events in the text</li> <li>• Students will be able to discuss the similarities and differences unique to the various perspectives presented in text</li> <li>• Students will be able to give descriptions about how the information is presented for each perspective</li> </ul> <p><b>NJ SLS RF.5.3</b></p> <ul style="list-style-type: none"> <li>• Student will be able to identify specific strategies for decoding words in texts</li> <li>• Student will be able to apply the specific strategies for decoding and spelling multisyllabic words</li> </ul> <p><b>NJ SLS RF.5.4A</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use various strategies to understand text and read with purpose</li> </ul>

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		<p><b>WRITING</b> Primary Focus Standards: <b>NJ SLS W.5.3 a, b, c, d,</b> <b>NJ SLS W.5.4</b> <b>NJ SLS W.5.5</b> <b>NJ SLS W.5.6</b> <b>NJ SLS W.5.10.</b></p>	<p>clarification when they read. Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Students will be able to use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Throughout the unit)</p> <p><b>WRITING</b> <b>NJ SLS W.5.3A, B, C, D, E</b> Students will be able to write narratives to develop real or imagined experiences or events. Students will be able to orient a reader by establishing a situation and introducing a narrator and/or character. Students will be able to organize a series of events that unfold naturally and logically. Students will be able to use narrative techniques, provide descriptive details, and structure events sequences effectively. Students will be able to use narrative techniques such as dialogue, pacing, and description to develop experiences and</p>	<ul style="list-style-type: none"> <li>• Student will be able to accurately read grade-level poetry and prose aloud</li> <li>• Student will be able to use an appropriate rate and expression when reading aloud</li> <li>• Student will be able to use various strategies to support word recognition and understanding</li> <li>• Student will be able to reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul> <p><b>WRITING:</b> Craft: Narrative Writing (Shaping Texts - Memoir) • Routine writing <b>NJ SLS W.5.3A, B, C, D, E</b></p> <ul style="list-style-type: none"> <li>• Student will be able to compose a story hook to engage the reader</li> <li>• Student will be able to establish the story's background or situation</li> <li>• Student will be able to introduce a narrator and/or characters</li> <li>• Student will be able to purposefully arrange events to make the story flow</li> <li>• Student will be able to use dialogue and description to develop experiences and events</li> <li>• Student will be able to show the responses of characters to situations, when appropriate</li> <li>• Student will be able to use a variety of</li> </ul>

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			<p>events or show the responses of character to situations. Students will be able to use a variety of transition words, phrases, and clauses to manage the sequence of events. Students will be able to use specific vocabulary to communicate experiences and events. (3 weeks)</p> <p><b>NJ SLS W.5.4</b> Students will understand their task, purpose, and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose. (1 week)</p> <p><b>NJ SLS W. 5.5</b> Students will understand writing as a process of planning, revising, editing, and rewriting. Students will be able to develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach. (Throughout the unit)</p>	<p>transitional words and phrases to manage the sequence of events</p> <ul style="list-style-type: none"> <li>• Student will be able to use concrete words and phrases to relay story details</li> <li>• Student will be able to use sensory details to convey experiences and events precisely</li> <li>• Student will be able to provide a conclusion that follows from the narrated experiences or events</li> </ul> <p><b>NJ SLS W.5.4</b></p> <ul style="list-style-type: none"> <li>• Student will be able to produce writing that is clear and understandable to the reader</li> <li>• Student will be able to unpack writing tasks (type of writing assignment)</li> <li>• Student will be able to unpack writing purpose (the writer’s designated reason for writing)</li> <li>• Student will be able to focus the organization and development of a topic to reflect the task and purpose</li> </ul> <p><b>NJ SLS W. 5.5</b></p> <ul style="list-style-type: none"> <li>• Student will be able to practice revising and editing skills</li> <li>• Student will be able to change word choice and sentence structure in writing to strengthen the piece</li> <li>• Student will be able to use a variety of graphic organizers (story frames, story</li> </ul>

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			<p><b>NJ SLS W.5.6</b> Students will understand how to produce and publish writing using technology. Students will understand how to communicate and collaborate their writing using technology. (1 week)</p> <p><b>NJ SLS W.5.10</b> Students will be able to design a work plan to appropriately match the task, purpose and audience for a piece of writing. Students will be able to design a work plan that includes time for research, reflection, and revision. Students will be able to write routinely over shorter time frames for a range of tasks, purposes and audiences. Students will be able to write routinely over extended time frames for a range of</p>	<p>mountains, story maps) to assist with developing a plan for writing</p> <ul style="list-style-type: none"> <li>• Student will be able to recognize spelling, grammar, and punctuation errors</li> <li>• Student will be able to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul> <p><b>NJ SLS W.5.6</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use digital tools to collaborate on written works</li> <li>• Student will be able to ask for guidance when appropriate</li> <li>• Student will be able to use technology for producing and publishing writing, and collaborating with others</li> <li>• Student will be able to demonstrate keyboarding skills</li> </ul> <p><b>NJ SLS W.5.10</b></p> <ul style="list-style-type: none"> <li>• Student will be able to produce numerous pieces of writing over various time frames</li> <li>• Student will be able to develop skills in research</li> <li>• Student will be able to reflect on the choices made while writing</li> <li>• Student will be able to reflect on and revise writing</li> <li>• Student will be able to develop a topic related to the content area they are writing</li> </ul>

Unit Title: Unit 1	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p><b>SPEAKING &amp; LISTENING</b>  <b>NJ SLS SL.5.1. a, b, c, d</b>  <b>NJ SLS SL.5.4</b>  <b>NJ SLS SL.5.6</b></p>	<p>tasks, purposes and audiences.  (Throughout the unit)  <b>SPEAKING &amp; LISTENING</b>  <b>NJ SLS SL.5.1 A, B, C, D</b>  Students will be able to effectively participate in one-on-one, group, and teacher-led discussions. Students will be able to discuss their own ideas clearly in a discussion. Students will be able to build on the ideas of others in a discussion. Students will be able to prepare for discussions by reading and studying required materials beforehand. Students will be able to refer to texts and other required materials as well as their own prior knowledge when discussing a topic. Students will be able to follow established rules for class discussions. Students will be able to participate in conversations by posing and responding to questions and contributing relevant comments. Students will be able to paraphrase key ideas presented in a discussion or group activity. Students will be able to draw conclusions based on information and knowledge shared in a discussion or group activity.  (1-week direct instruction and throughout the unit)</p> <p><b>NJ SLS SL.5.4</b>  Students will be able to report on a topic</p>	<p>about to reflect task, audience, and purpose</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>• <b>NJ SLS SL.5.1 A, B, C, D</b></li> <li>• Students will be able to use previous knowledge to expand discussions about a topic</li> <li>• Students will be able to engage in conversations about grade-appropriate topics and texts</li> <li>• Students will be able to participate in a variety of rich, structured conversations</li> <li>• Students will be able to engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Students will be able to engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc.)</li> </ul> <p><b>NJ SLS SL.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to report on a topic or text, telling a story, or recounting an</li> </ul>

Unit Title: Unit 1	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
		<p><b>LANGUAGE</b> Primary Focus Standards: <b>NJ SLS L.5.1. a, b</b> <b>NJ SLS L.5.2. a, e</b> <b>NJ SLS L.5.4. a, c</b> <b>NJ SLS L.5.6</b></p>	<p>or text or present an opinion while keeping the ideas in logical order. Students will be able to report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes. Students will be able to speak clearly and at an understandable pace when presenting. (1 week)</p> <p><b>NJ SLS SL.5.6</b> Students will understand how to adapt a speech to a variety of contexts and communicative tasks. (1/2 week)</p> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1. a, b</b> Students will be able to explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Students will be able to recognize and correct inappropriate shifts in verb tenses. (Throughout the unit)</p>	<p>event in an organized, logical manner</p> <ul style="list-style-type: none"> <li>• Students will be able to present information orally and in coherent, spoken sentences</li> <li>• Students will be able to use an appropriate pace when presenting</li> <li>• Students will be able to present and logically support personal opinions</li> </ul> <p><b>NJ SLS SL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to speak for a variety of purposes</li> <li>• Students will be able to distinguish between formal and informal discourse</li> <li>• Students will be able to adapt speech to a variety of contexts and tasks</li> </ul> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1. a, b</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>• Students will be able to recognize and correct inappropriate shifts in verb tenses.</li> </ul>

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			<p><b>NJ SLS L.5.2A, E</b> Students will understand to use punctuation to separate items in a series. Students will understand how to spell grade-appropriate words. (Throughout the unit)</p> <p><b>NJ SLS L.5.4A</b> Students will be able to determine the meaning of a word or phrase by examining context clues. (1 week)</p> <p><b>NJ SLS C L.5.6</b> Students will be able to learn and use vocabulary words that signal contrast. Students will be able to learn and use vocabulary words that signal addition. Students will be able to learn and use vocabulary words that signal logical relationships. Students will be able to learn and use transitional language to signal contrast, addition, and logical relationships. (Throughout the unit)</p>	<p><b>NJ SLS L.5.2A, E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use punctuation to separate items in a series.</li> <li>• Students will be able to spell grade-appropriate words.</li> </ul> <p><b>NJ SLS L.5.4A</b></p> <ul style="list-style-type: none"> <li>• Students will be able to determine the meaning of a word or phrase by examining context clues.</li> </ul> <p><b>NJ SLS C L.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to learn and use vocabulary words that signal contrast.</li> <li>• Students will be able to learn and use vocabulary words that signal addition.</li> <li>• Students will be able to learn and use vocabulary words that signal logical relationships.</li> <li>• Students will be able to learn and use transitional language to signal contrast, addition, and logical relationships.</li> </ul>

Unit Title: Unit 2	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 2: Exploring Information	10 weeks	<p><b>READING</b></p> <p>Primary Focus Standards:</p> <p><b>READING LITERATURE:</b>  <b>NJ SLS RL.5.1</b>  <b>NJ SLS RL.5.2</b></p> <p><b>READING INFORMATION:</b>  <b>NJ SLS RI.5.1</b>  <b>NJ SLS RI.5.2</b>  <b>NJ SLS RI.5.3</b>  <b>NJ SLS RI.5.4</b>  <b>NJ SLS RI.5.5</b>  <b>NJ SLS RI.5.6</b>  <b>NJ SLS RI.5.7</b>  <b>NJ SLS RI.5.8</b>  <b>NJ SLS RI.5.9</b></p>	<p><b>READING</b></p> <p><b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b>  Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at. (Throughout the unit)</p> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI. 5.2</b>  Students will be able to determine the theme of a text and locate particular details that convey the theme. (Throughout the unit)</p> <p><b>NJ SLS RI.5.3</b>  Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or</p>	<p><b>READING</b>  Schoolwide: Nonfiction Genre Study</p> <p><b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use quotes or references from a text when explaining with the text says explicitly and/or when explaining inferences drawn from the text</li> <li>• Student will be able to summarize the key points of a text</li> <li>• Student will be able to identify details to support the main idea</li> <li>• Student will be able to explain how the author supports main idea with key details</li> </ul> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI. 5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key details in a text</li> <li>• Students will be able to analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Students will be able to identify the theme of the text</li> <li>• Students will be able to determine the main idea of the text</li> </ul> <p><b>NJ SLS RI.5.3</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the relationships or interactions between people, places and ideas in text</li> <li>• Students will be able to explain the</li> </ul>

Unit Title: Unit 2	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<p>technical text based on specific information in the text. (1 week)</p> <p><b>NJ SLS RI.5.4</b> Students will be able to determine the meaning of general academic and domain-specific words and phrases. (2 weeks)</p> <p><b>NJ SLS RI.5.5</b> Students will be able to describe the characteristics of text structures such as chronology, comparison, cause/effect, and problem/solution. Students will be able to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. (2 weeks)</p> <p><b>NJ SLS RI.5.6</b> Students will be able to define point of view. Students will be able to analyze multiple versions of the same event or topic and locate important similarities and differences in the point of view they represent. (1 week)</p>	<p>relationship to analyze the text</p> <p><b>NJ SLS RI.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Students will be able to identify metaphors and similes</li> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> </ul> <p><b>NJ SLS RI.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find the similarities and differences in the structure of two or more texts</li> <li>• Students will be able to determine the impact of the structure on text meaning</li> </ul> <p><b>NJ SLS RI.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to discuss the similarities and differences unique to the various perspectives presented in text</li> <li>• Students will be able to give descriptions about how the information is presented for each perspective</li> </ul>

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			<p><b>NJ SLS RI.5.7</b> Students will be able to describe the visual and/or multimedia elements of a text. Students will be able to explain how a text would be different without its visual and/or multimedia elements. Students will be able to describe how the visual and/or multimedia elements of a text add to the meaning, tone, or beauty of it. (1 week)</p> <p><b>NJ SLS RI.5.8</b> Students will be able to locate reasons and evidence which support particular points in a text. Students will be able to determine which reasons and evidence support which point or points. (1 week)</p> <p><b>NJ SLS RI.5.9</b> Students will be able to compare and contrast stories in the same genre in terms of how they treat a similar theme or topic. (2 weeks)</p>	<p><b>NJ SLS RI.5.7</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely to determine the main ideas and important details</li> <li>• Students will be able to synthesize information from multiple sources</li> <li>• Students will be able to use media efficiently to answer questions and to solve problems</li> </ul> <p><b>NJ SLS RI.5.8</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the points or claims an author makes in a text</li> <li>• Students will be able to identify reasons and evidence for those points or claims made</li> <li>• Students will be able to prove each point with evidence from the text</li> <li>• Student will be able to explain how an author uses proof to support a point in the text</li> </ul> <p><b>NJ SLS RI.5.9</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find similarities and differences in themes and topics when reading stories of the same genre</li> <li>• Students will be able to connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>• Students will be able to combine</li> </ul>

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		<p><b>READING FOUNDATION</b>  <b>NJ SLS RF.5.3A</b>  <b>NJ SLS RF.5.4A, B, C</b></p>	<p><b>NJ SLS RF.5.3A</b>  Students will be able to determine the meaning of most multisyllabic words by studying their roots and affixes. Students will be able to read multi-syllable words. Students will be able to 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. (Throughout the unit)</p> <p><b>NJ SLS RF.5.4A, B, C</b>  Students will be able to read stories and poems aloud clearly and at a steady pace. Students will be able to correct mistakes they make or reread for clarification when they read. Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Students will be able to use context to confirm or self-correct word recognition and understanding, rereading as</p>	<p>information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</p> <p><b>NJ SLS RF.5.3A</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify specific strategies for decoding words in texts</li> <li>• Students will be able to apply the specific strategies for decoding and spelling multisyllabic words</li> </ul> <p><b>NJ SLS RF.5.4A, B, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use various strategies to understand text and read with purpose</li> <li>• Students will be able to accurately read grade-level poetry and prose aloud</li> <li>• Students will be able to use an appropriate rate and expression when reading aloud</li> <li>• Students will be able to use various strategies to support word recognition and understanding</li> </ul>

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		<p><b>WRITING</b>            Primary Focus Standards:  <b>NJ SLS W.5.2. a, b, c, d, e</b>  <b>NJ SLS W.5.4</b>  <b>NJ SLS W.5.5</b>  <b>NJ SLS W.5.6</b>  <b>NJ SLS W.5.8</b>  <b>NJ SLS W.5.10</b></p>	<p>necessary. (Throughout the unit)</p> <p><b>WRITING</b>  <b>NJ SLS W.5.2A, B, C, D, E</b>            Students will be able to write informational/explanatory texts that examine and convey information clearly. Students will be able to introduce a topic clearly, provide a general observation and focus, and group related information logically. Students will be able to incorporate formatting, graphics, and multimedia into their written pieces if necessary. Students will be able to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Students will be able to use precise language and specific vocabulary to inform about or explain the topic. Students will be able to provide a concluding statement or section that follows the information or explanation presented. (6 weeks)</p>	<ul style="list-style-type: none"> <li>• Students will be able to reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul> <p><b>WRITING</b>            Craft: Informative/Explanatory Writing (The Lens of History) • Routine writing  <b>NJ SLS W.5.2A, B, C, D, E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to organize ideas using various strategies • Introduce a topic clearly</li> <li>• Students will be able to compose a clear thesis statement</li> <li>• Students will be able to provide a general observation and focus</li> <li>• Students will be able to group related information logically</li> <li>• Students will be able to use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>• Students will be able to purposefully select information to develop the topic</li> <li>• Students will be able to link ideas within paragraphs and sections of information</li> <li>• Students will be able to use transitional words, phrases, and clauses</li> <li>• Students will be able to select specific language and vocabulary to convey ideas and information</li> </ul>

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			<p><b>NJ SLS W.5.4</b> Students will be able to understand their task, purpose and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose. (1 week)</p> <p><b>NJ SLS W.5.5</b> Students will understand writing as a process of planning, revising, editing, and rewriting. Students will be able to develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach. (Throughout the unit)</p> <p><b>NJ SLS W.5.6</b></p>	<p><b>NJ SLS W.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce writing that is clear and understandable to the reader</li> <li>• Students will be able to unpack writing tasks (type of writing assignment) <ul style="list-style-type: none"> <li>• Students will be able to unpack writing purpose (the writer’s designated reason for writing)</li> </ul> </li> <li>• Students will be able to focus the organization and development of a topic to reflect the task and purpose</li> </ul> <p><b>NJ SLS W.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to practice revising and editing skills <ul style="list-style-type: none"> <li>• Students will be able to change word choice and sentence structure in writing to strengthen the piece</li> <li>• Students will be able to use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>• Students will be able to recognize spelling, grammar, and punctuation errors</li> <li>• Students will be able to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul> </li> </ul> <p><b>NJ SLS W.5.6</b></p>

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			<p>Students will be to type a minimum of two pages in a single sitting. Students will be to use technology, including the internet, to interact and collaborate with others on the writing process. (2 weeks)</p> <p><b>NJ SLS W.5.8</b> Students will be able to gather relevant information from print and digital sources. Students will be able to understand their task, purpose and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose. Summarize or paraphrase information in notes and in finished drafts, providing a list of sources used. Students will be able to understand their task, purpose and audience when they write. Students will be able to recall relevant information from experiences. (2 weeks)</p> <p><b>NJ SLS W.5.10</b> Students will be able to design a work plan to appropriately match the task, purpose and audience for a piece of writing.</p>	<ul style="list-style-type: none"> <li>• Students will be able to use digital tools to collaborate on written works</li> <li>• Students will be able to ask for guidance when appropriate</li> <li>• Students will be able to use technology for producing and publishing writing, and collaborating with others</li> <li>• Students will be able to demonstrate keyboarding skills</li> </ul> <p><b>NJ SLS W.5.8</b></p> <ul style="list-style-type: none"> <li>• Students will be able to locate information from print and digital sources</li> <li>• Students will be able to integrate information from personal experiences</li> <li>• Students will be able to Include a list of sources used</li> <li>• Students will be able to take notes on information gathered from the sources to support the topic</li> <li>• Students will be able to synthesize information to avoid plagiarism</li> <li>• Students will be able to organize information into categories</li> </ul> <p><b>NJ SLS W.5.10</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce numerous pieces of writing over various time frames</li> <li>• Students will be able to develop skills in</li> </ul>

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		<p><b>SEPAKING &amp; LISTENING</b> Primary Focus Standards: <b>NJ SLS SL.5.1A, B, C, D</b> <b>NJ SLS SL.5.2</b> <b>NJ SLS SL.5.3</b> <b>NJ SLS SL.5.6</b></p>	<p>Students will be able to design a work plan that includes time for research, reflection, and revision. Students will be able to write routinely over shorter time frames for a range of tasks, purposes and audiences. Students will be able to write routinely over extended time frames for a range of tasks, purposes and audiences. (2 weeks)</p> <p><b>SPEAKING &amp; LISTENING</b></p> <p><b>NJ SLS SL.5.1A, B, C, D</b> Students will be able to effectively participate in one-on-one, group, and teacher-led discussions. Students will be able to discuss their own ideas clearly in a discussion Students will be able to build on the ideas of others in a discussion. Students will be able to prepare for discussions by reading and studying required materials beforehand. Students will be able to refer to texts and other required materials as well as their own prior knowledge when discussing a topic. Students will be able to follow established rules for class discussions. Students will be able to participate in conversations by posing and responding</p>	<p>research</p> <ul style="list-style-type: none"> <li>• Students will be able to reflect on the choices made while writing</li> <li>• Students will be able to reflect on and revise writing</li> <li>• Students will be able to develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul> <p><b>SPEAKING &amp; LISTENING</b> Project-based presentations focusing on use of multimedia and visual displays <b>NJ SLS SL.5.1A, B, C, D</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use previous knowledge to expand discussions about a topic</li> <li>• Students will be able to engage in conversations about grade-appropriate topics and texts</li> <li>• Students will be able to participate in a variety of rich, structured conversations</li> <li>• Students will be able to engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Students will be able to engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group</li> </ul>

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			<p>to questions and contributing relevant comments. Students will be able to paraphrase key ideas presented in a discussion or group activity. Students will be able to draw conclusions based on information and knowledge shared in a discussion or group activity (Throughout the unit)</p> <p><b>NJ SLS SL.5.2</b> Students will be able to summarize a written text read aloud to me. Students will be able to summarize information presented visually, such as a photograph or video. Students will be able to summarize information presented orally, such as a speech or conversations. Students will be able to summarize information presented in a graph, chart of similar format. (1 week)</p> <p><b>NJ SLS SL.5.3</b> Students will be able to describe a speaker’s argument and list specific claims he or she makes. Students will be able to explain how each claim a speaker makes is supported by reasons and evidence. (1 week)</p>	<p><b>NJ SLS SL.5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key points and supporting details of a text presented orally</li> <li>• Students will be able to summarize a written text read aloud or information presented in multiple formats</li> </ul> <p><b>NJ SLS SL.5.3</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe a speaker’s argument.</li> <li>• Students will be able to explain how each claim a speaker makes is supported by reasons and evidence.</li> </ul>

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		<p><b>LANGUAGE</b> Primary Focus Standards: <b>NJ SLS L.5.1A,C</b> <b>NJ SLS L.5.2B,E</b> <b>NJ SLS L.5.3A,B</b> <b>NJ SLS L.5.4A,C</b> <b>NJ SLS L.5.6</b></p>	<p><b>NJ SLS SL.5.6</b> Students will be able to adapt how they speak according to what is best for their purpose and audience Students will be able to use formal English when necessary. (? weeks)</p> <p><b>LANGUAGE</b></p> <p><b>NJ SLS L.5.1A,C</b> Students will be able to define conjunctions, prepositions, and interjections. Students will be able to explain the purpose of conjunctions, prepositions, and interjections in sentences. (Throughout the unit)</p> <p><b>NJ SLS L.5.2B,E</b> Students will be able to separate an introductory element from the rest of</p>	<p><b>NJ SLS SL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to speak for a variety of purposes</li> <li>• Students will be able to distinguish between formal and informal discourse</li> <li>• Students will be able to adapt speech to a variety of contexts and tasks</li> </ul> <p><b>LANGUAGE</b> These standards are embedded within the writing process.</p> <p><b>NJ SLS L.5.1A,C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to define conjunctions, prepositions, and interjections</li> <li>• Students will be able to identify conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to identify the tense of verbs describe time, sequences, states, and conditions in reading</li> <li>• Students will be able to convey various times, sequences, states, and conditions using verb tenses in writing</li> </ul> <p><b>NJ SLS L.5.2B,E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify</li> </ul>

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			<p>the sentence by using commas. Students will be able to use references as needed to aid in spelling. (Throughout the unit)</p> <p><b>NJ SLS L.5.3A,B</b> Students will be able to expand, combine, and reduce sentences to change their meaning. Students will be able to expand, combine, and reduce sentences to interest their reader or listener. Students will be able to expand, combine, and reduce sentences to change their style. Students will be able to compare and contrast English dialects, registers, etc. (1/2 week)</p> <p><b>NJ SLS L.5.4A,C</b> Students will be able to decipher the meanings of words and phrases by using sentence context. Students will be able to determine the structure of glossaries and dictionaries. (1/2 week)</p>	<p>introductory words and phrases</p> <ul style="list-style-type: none"> <li>• Students will be able to separate an introductory element from the rest of the sentence by using commas</li> <li>• Students will be able to spell grade-appropriate words correctly</li> <li>• Students will be able to use references as needed to aid in spelling</li> </ul> <p><b>NJ SLS L.5.3A,B</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify sentences in writing that need revision</li> <li>• Students will be able to revise writing by expanding, combining, and reducing sentences</li> <li>• Students will be able to determine similarities and differences in the presentation of English used in stories</li> </ul> <p><b>NJ SLS L.5.4A,C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to decipher the meanings of words and phrases by using sentence context</li> <li>• Students will be able to identify the purpose and use of glossaries and dictionaries</li> <li>• Students will be able to determine the</li> </ul>

Unit Title: Unit 2	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
			<p><b>NJ SLS L.5.6</b>            Students will be able to learn and use vocabulary words that signal contrast.            Students will be able to learn and use vocabulary words that signal addition.            Students will be able to learn and use vocabulary words that signal logical relationships.            Students will be able to learn and use transitional language to signal contrast, addition, and logical relationships.            (Throughout the unit)</p>	<p>structure of glossaries and dictionaries</p> <ul style="list-style-type: none"> <li>• Students will be able to use both print and digital glossaries and dictionaries to define and clarify words</li> </ul> <p><b>NJ SLS L.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use 5th grade vocabulary fluently when discussing academic or domain specific topics</li> <li>• Students will be able to choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Students will be able to choose the most accurate word when discussing a particular topic</li> <li>• Students will be able to use knowledge of conjunctions to broaden vocabulary</li> </ul>

Unit Title: Unit 3	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
<p><b>Unit 3:</b> Diving into Fiction</p>	<p>10 weeks</p>	<p><b>READING</b> Primary Focus Standards:</p> <p><b>READING LITERATURE:</b>  <b>NJ SLS RL.5.1</b>  <b>NJ SLS RL.5.2</b>  <b>NJ SLS RL.5.3</b>  <b>NJ SLS RL.5.4</b>  <b>NJ SLS RL.5.5</b>  <b>NJ SLS RL.5.6</b>  <b>NJ SLS RL.5.7</b>  <b>NJ SLS RL.5.9</b></p> <p><b>NJ SLS RI.5.1</b>  <b>NJ SLS RI.5.2</b></p>	<p><b>READING</b></p> <p><b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b> Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at. (2 weeks)</p> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI.5.2</b> Students will be able to determine the theme of a text and locate particular details that convey the theme. (2 weeks)</p> <p><b>NJ SLS RL.5.3</b> Students will be able to compare and contrast characters in a text and provide details from the text. Students will be able to compare and contrast settings in a text and provide</p>	<p><b>READING</b> Schoolwide: Fiction Genre Study with Literary Paired Texts</p> <p><b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use quotes or references from a text when explaining with the text says explicitly and/or when explaining inferences drawn from the text</li> <li>• Student will be able to summarize the key points of a text</li> <li>• Student will be able to identify details to support the main idea</li> <li>• Student will be able to explain how the author supports main idea with key details</li> </ul> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI.5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key details in a text</li> <li>• Students will be able to analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Students will be able to identify the theme of the text</li> <li>• Students will be able to determine the main idea of the text</li> </ul> <p><b>NJ SLS RL.5.3</b></p> <ul style="list-style-type: none"> <li>• Students will be able to examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts</li> </ul>

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			<p>details from the text. Students will be able to compare and contrast events in a text and provide details from the text. (2 weeks)</p> <p><b>NJ SLS RL.5.4</b> Students will be able to determine the meanings of words and phrases as they are used in a text. Students will be able to define simile and metaphor. Students will be able to determine what similes and metaphors mean as they are used in a text. (Throughout the unit)</p> <p><b>NJ SLS RL.5.5</b> Students will be able to describe the overall structure of a novel by explaining how the chapters unfold. Students will be able to describe the overall structure of a poem by explaining how the stanzas unfold. Students will be able to describe the overall structure of a drama by explaining how the scenes unfold. (1 week)</p> <p><b>NJ SLS RL.5.6</b> Students will be able to describe the point of view of the narrator or speaker</p>	<ul style="list-style-type: none"> <li>• Students will be able to refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events</li> </ul> <p><b>NJ SLS RL.5.4</b> Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</p> <ul style="list-style-type: none"> <li>• Students will be able to identify metaphors and similes</li> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> </ul> <p><b>NJ SLS RL.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)</li> <li>• Students will be able to explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul> <p><b>NJ SLS RL.5.6</b></p>

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		<p><b>READING FOUNDATION</b>  <b>NJ SLS RF.5.3A</b>  <b>NJ SLS RF.5.4A, B, C</b></p>	<p>in a text.  Students will be able to explain how the point of view of the narrator or speaker in a text influences how events are described. (1 week)</p> <p><b>NJ SLS RL.5.7</b>  Students will be able to synthesize information from multiple sources. Students will be able to use media to answer questions and solve problems. (1/2 week)</p> <p><b>NJ SLS RL.5.9</b>  Students will be able to compare and contrast stories in the same genre in terms of how they treat a similar theme or topic. (1 week)</p> <p><b>NJ SLS RF.5.3A</b>  Students will be able to determine the meaning of most multisyllabic words by</p>	<ul style="list-style-type: none"> <li>• Students will be able to identify the narrator’s point of view</li> <li>• Students will be able to explain how the point of view impacts the events in the text</li> </ul> <p><b>NJ SLS RL.5.7</b></p> <ul style="list-style-type: none"> <li>• Students will be able to synthesize information from multiple sources</li> <li>• Students will be able to use media efficiently to answer questions and to solve problems</li> </ul> <p><b>NJ SLS RL.5.9</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find similarities and differences in themes and topics when reading stories of the same genre</li> <li>• Students will be able to connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>• Students will be able to identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)</li> </ul> <p><b>NJ SLS RF.5.3A</b></p>

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		<p><b>WRITING</b> Primary Focus Standards: <b>NJ SLS W.5.1A, B, C, D, E</b> <b>NJ SLS W.5.4</b></p>	<p>studying their roots and affixes. Students will be able to read multi-syllable words. Students will be able to 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. (Throughout the unit)</p> <p><b>NJ SLS RF.5.4A, B, C</b> Students will be able to read stories and poems aloud clearly and at a steady pace. Students will be able to correct mistakes they make or reread for clarification when they read. Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Students will be able to use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Throughout the unit)</p> <p><b>WRITING</b> <b>NJ SLS W.5.1 A, B, C, D, E</b> Students will distinguish fact from opinions. Students will organize text by</p>	<ul style="list-style-type: none"> <li>• Student will be able to identify specific strategies for decoding words in texts</li> <li>• Student will be able to apply the specific strategies for decoding and spelling multisyllabic words</li> </ul> <p><b>NJ SLS RF.5.4A, B, C</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use various strategies to understand text and read with purpose</li> <li>• Student will be able to accurately read grade-level poetry and prose aloud</li> <li>• Student will be able to use an appropriate rate and expression when reading aloud</li> <li>• Student will be able to use various strategies to support word recognition and understanding</li> <li>• Student will be able to reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul> <p><b>WRITING</b> Literary Analysis Essay • Craft: Opinion/Argumentative Writing</p>

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		<p><b>NJ SLS W.5.5</b>  <b>NJ SLS W.5.6</b>  <b>NJ SLS W.5.9</b>  <b>NJ SLS W.5.10</b></p>	<p>using a specific organizational structure (i.e.: cause/effect chronological order, etc.). Students will be able to group supporting details to support the writer’s purpose Introduce a topic or text clearly. Students will state an opinion to be supported with evidence. Students will be able to write a thesis statement to focus the writing. Students will organize ideas into a specific structure in which ideas are logically grouped to support the writer’s purpose. Students will able to logically order reasons that are supported by facts and details. Students will quote directly from text when appropriate. (6 weeks)</p> <p><b>NJ SLS W.5.4</b>  Students will be able to understand their task, purpose and audience when they</p>	<p><b>NJ SLS W.5.1 A, B, C, D, E</b></p> <ul style="list-style-type: none"> <li>• Students will distinguish fact from opinions</li> <li>• Students will organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc.)</li> <li>• Students will be able to group supporting details to support the writer’s purpose Introduce a topic or text clearly</li> <li>• Students will state an opinion to be supported with evidence</li> <li>• Students will be able to write a thesis statement to focus the writing</li> <li>• Students will organize ideas into a specific structure in which ideas are logically grouped to support the writer’s purpose</li> <li>• Students will able to logically order reasons that are supported by facts and details</li> <li>• Students will quote directly from text when appropriate  Students will link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</li> </ul> <p><b>NJ SLS W.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce writing</li> </ul>

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			<p>write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose. (1 week)</p> <p><b>NJ SLS W.5.5</b> Students will understand writing as a process of planning, revising, editing, and rewriting. Students will be able to develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach. (Throughout the unit)</p> <p><b>NJ SLS W.5.6</b> Students will be able to use digital tools to collaborate on written works. Students will be able to ask for guidance</p>	<p>that is clear and understandable to the reader</p> <ul style="list-style-type: none"> <li>• Students will be able to unpack writing tasks (type of writing assignment)</li> <li>• Students will be able to unpack writing purpose (the writer’s designated reason for writing)</li> <li>• Students will be able to focus the organization and development of a topic to reflect the task and purpose</li> </ul> <p><b>NJ SLS W.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to practice revising and editing skills</li> <li>• Students will be able to change word choice and sentence structure in writing to strengthen the piece</li> <li>• Students will be able to use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>• Students will be able to recognize spelling, grammar, and punctuation errors</li> <li>• Students will be able to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul> <p><b>NJ SLS W.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use digital tools to collaborate on written works</li> </ul>

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			<p>when appropriate. Students will be able to use technology for producing and publishing writing, and collaborating with others. Students will be able to demonstrate keyboarding skills. (1 week)</p> <p><b>NJ SLS W.5.9</b> Students will be able to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (1 week)</p> <p><b>NJ SLS W.5.10</b> Students will be able to design a work plan to appropriately match the task, purpose and audience for a piece of writing.</p>	<ul style="list-style-type: none"> <li>• Students will be able to ask for guidance when appropriate</li> <li>• Students will be able to use technology for producing and publishing writing, and collaborating with others</li> <li>• Students will be able to demonstrate keyboarding skills</li> </ul> <p><b>NJ SLS W.5.9</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use strategies for reading literary and informational text to investigate topics</li> <li>• Students will be able to refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>• Students will be able to explain how an author uses proof to support a point in informational text</li> <li>• Students will be able to prove each point with evidence from the text</li> <li>• Students will be able to combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul> <p><b>NJ SLS W.5.10</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce numerous pieces of writing over various time frames</li> </ul>

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		<p><b>SPEAKING &amp; LISTENING</b> Primary Focus Standards: <b>NJ SLS SL.5.1A, B, C, D</b> <b>NJ SLS SL.5.2</b> <b>NJ SLS SL.5.4</b> <b>NJ SLS SL.5.6</b></p>	<p>Students will be able to design a work plan that includes time for research, reflection, and revision. Students will be able to write routinely over shorter time frames for a range of tasks, purposes and audiences. Students will be able to write routinely over extended time frames for a range of tasks, purposes and audiences. (1 week)</p> <p><b>SPEAKING &amp; LISTENING</b> <b>NJ SLS SL.5.1A, B, C, D</b> Students will be able to effectively participate in one-on-one, group, and teacher-led discussions. Students will be able to discuss their own ideas clearly in a discussion Students will be able to build on the ideas of others in a discussion. Students will be able to prepare for discussions by reading and studying required materials beforehand. Students will be able to refer to texts and other required materials as well as their own prior knowledge when discussing a topic. Students will be able to follow established rules for class discussions. Students will be able to participate in conversations by posing and responding</p>	<ul style="list-style-type: none"> <li>• Students will be able to develop skills in research</li> <li>• Students will be able to reflect on the choices made while writing</li> <li>• Students will be able to reflect on and revise writing</li> <li>• Students will be able to develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul> <p><b>SPEAKING &amp; LISTENING</b> Present in small groups and to whole class. <b>NJ SLS SL.5.1A, B, C, D</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use previous knowledge to expand discussions about a topic</li> <li>• Students will be able to engage in conversations about grade-appropriate topics and texts</li> <li>• Students will be able to participate in a variety of rich, structured conversations</li> <li>• Students will be able to engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Students will be able to engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group</li> </ul>

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			<p>to questions and contributing relevant comments.  Students will be able to paraphrase key ideas presented in a discussion or group activity.  Students will be able to draw conclusions based on information and knowledge shared in a discussion or group activity  (2 weeks)</p> <p><b>NJ SLS SL.5.2</b>  Students will be able to summarize a written text read aloud to me.  Students will be able to summarize information presented visually, such as a photograph or video.  Students will be able to summarize information presented orally, such as a speech or conversations.  Students will be able to summarize information presented in a graph, chart of similar format. (2 weeks)</p> <p><b>NJ SLS SL.5.4</b>  Students will be able to report on a topic or text or present an opinion while keeping the ideas in logical order.  Students will be able to report on a topic or text or present an opinion and use appropriate facts and relevant,</p>	<p><b>NJ SLS SL.5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key points and supporting details of a text presented orally</li> <li>• Students will be able to summarize a written text read aloud or information presented in multiple formats</li> </ul> <p><b>NJ SLS SL.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>• Students will be able to present information orally and in coherent, spoken</li> </ul>

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		<p><b>LANGUAGE</b> Primary Focus Standards: <b>NJ SLS L.5.1A, D</b> <b>NJ SLS L.5.2C, E</b> <b>NJ SLS L.5.4A, C</b> <b>NJ SLS L.5.5A, B, C</b> <b>NJ SLS L.5.6</b></p>	<p>descriptive details to support main ideas or themes. Students will be able to speak clearly and at an understandable pace when presenting. (1 week)</p> <p><b>NJ SLS SL.5.6</b> Students will be able to adapt how they speak according to what is best for their purpose and audience Students will be able to use formal English when necessary. (1/2 week)</p> <p><b>LANGUAGE</b></p> <p><b>NJ SLS L.5.1A, D</b> Students will be able to explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (2 weeks)</p> <p><b>NJ SLS L.5.2C, E</b> Students will be able to outline comma rules for setting off the words yes and</p>	<p>sentences</p> <ul style="list-style-type: none"> <li>• Students will be able to use an appropriate pace when presenting</li> <li>• Students will be able to present and logically support personal opinions</li> </ul> <p><b>NJ SLS SL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to speak for a variety of purposes</li> <li>• Students will be able to distinguish between formal and informal discourse</li> <li>• Students will be able to adapt speech to a variety of contexts and tasks</li> </ul> <p><b>LANGUAGE</b> These standards are embedded within the writing process.</p> <p><b>NJ SLS L.5.1A, D</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to identify the tense of verbs</li> <li>• Students will be able to identify and correct inappropriate shifts in verb tense in writing</li> </ul> <p><b>NJ SLS L.5.2C, E</b></p>

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			<p>no, tag questions, and direct address. Students will be able to apply comma rules to set off the words yes and no in sentences.</p> <p>Students will be able to Apply comma rules to set off a tag question from the rest of the sentence.</p> <p>Students will be able to apply comma rules to indicate direct address.</p> <p>Students will be able to indicate a title by using the proper punctuation for the text.</p> <p>Students will be able to spell grade-appropriate words correctly.</p> <p>Students will be able to use references as needed to aid in spelling. (2 weeks)</p> <p><b>NJ SLS L.5.4A, C</b></p> <p>Students will be able to determine the meaning of a word or phrase by examining context clues.</p> <p>Students will be able to use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Students will be able to verify the definition of a word or phrase they are unsure of by studying the context or consulting a reference material. (2 weeks)</p> <p><b>NJ SLS L.5.5A, B, C</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to outline comma rules for setting off the words yes and no, tag questions, and direct address</li> <li>• Students will be able to apply comma rules to set off the words yes and no in sentences</li> <li>• Students will be able to Apply comma rules to set off a tag question from the rest of the sentence</li> <li>• Students will be able to apply comma rules to indicate direct address</li> <li>• Students will be able to indicate a title by using the proper punctuation for the text</li> <li>• Students will be able to spell grade-appropriate words correctly</li> <li>• Students will be able to use references as needed to aid in spelling</li> </ul> <p><b>NJ SLS L.5.4A, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to decipher the meanings of words and phrases by using sentence context</li> <li>• Students will be able to identify the purpose and use of glossaries and dictionaries</li> <li>• Students will be able to determine the structure of glossaries and dictionaries</li> <li>• Students will be able to use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>

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			<p>Students will be able to define simile and metaphor.</p> <p>Students will be able to interpret figurative language, including similes and metaphors, in context.</p> <p>Students will be able to explain the meanings of common idioms, adages, and proverbs.</p> <p>Students will be able to recognize and explain the meaning of synonyms, antonyms, and homographs.</p> <p>(2 weeks)</p> <p><b>NJ SLS C L.5.6</b></p> <p>Students will be able to learn and use vocabulary words that signal contrast.</p> <p>Students will be able to learn and use vocabulary words that signal addition.</p> <p>Students will be able to learn and use vocabulary words that signal logical relationships. Students will be able to learn and use transitional language to signal contrast, addition, and logical relationships. (2 weeks)</p>	<p><b>NJ SLS L.5.5A, B, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify similes and metaphors in text</li> <li>• Students will be able to infer the meaning of simple similes and metaphors</li> <li>• Students will be able to identify idioms, adages, and proverbs in text</li> <li>• Students will be able to explain the meaning of common idioms, adages, and proverbs</li> <li>• Students will be able to determine synonyms and antonyms of words to show meaning</li> <li>• Students will be able to identify and explain the difference in meanings in related words, like homographs</li> </ul> <p><b>NJ SLS L.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use 5th grade vocabulary fluently when discussing academic or domain specific topics.</li> <li>• Students will be able to choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Students will be able to choose the most accurate word when discussing a particular topic</li> <li>• Students will be able to use knowledge of conjunctions to broaden vocabulary</li> </ul>

Unit Title: Unit 4	Duration/Month(s)	Related Standards	Learning Goals	Topics and Skills
Unit 4: Tackling Complexity	8 weeks	<p><b>READING</b> Primary Focus Standards: <b>READING FICTION:</b>  <b>NJ SLS RL.5.1</b>  <b>NJ SLS RL.5.2</b>  <b>NJ SLS RL.5.4</b>  <b>NJ SLS RL.5.5</b>  <b>NJ SLS RL.5.6</b>  <b>NJ SLS RL.5.10</b></p> <p><b>READING INFORMATION:</b>  <b>NJ SLS RI.5.1</b>  <b>NJ SLS RI.5.2</b>  <b>NJ SLS RI.5.3</b>  <b>NJ SLS RI.5.4</b>  <b>NJ SLS RI.5.5</b>  <b>NJ SLS RI.5.6</b>  <b>NJ SLS RI.5.7</b>  <b>NJ SLS RI.5.9</b></p>	<p><b>READING</b></p> <p><b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b> Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at. (Throughout the unit)</p> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI. 5.2</b> Students will be able to determine the theme of a text and locate particular details that convey the theme. Students will be able to identify the main idea and key details in a text. Students will be able to summarize the text. (Throughout the unit)</p> <p><b>NJ SLS RI.5.3</b> Students will be able to explain the relationships or interactions between two or more individuals, events, ideas,</p>	<p><b>READING</b> Schoolwide: Social Studies Content Literacy</p> <p><b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use quotes or references from a text when explaining with the text says explicitly and/or when explaining inferences drawn from the text</li> <li>• Student will be able to summarize the key points of a text</li> <li>• Student will be able to identify details to support the main idea</li> <li>• Student will be able to explain how the author supports main idea with key details</li> </ul> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI. 5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key details in a text</li> <li>• Students will be able to analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Students will be able to identify the theme of the text</li> <li>• Students will be able to determine the main idea of the text</li> </ul> <p><b>NJ SLS RI.5.3</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the relationships or interactions between people, places and ideas in text</li> </ul>

			<p>or concepts in a historical, scientific, or technical text based on specific information in the text. (2 weeks)</p> <p><b>NJ SLS RL.5.4 &amp; NJ SLS RI.5.4</b>  Students will be able to determine the meanings of words and phrases as they are used in a text.  Students will be able to define simile and metaphor.  Students will be able to determine what similes and metaphors mean as they are used in a text. (Throughout the unit)</p> <p><b>NJ SLS RL.5.5 &amp; NJ SLS RI.5.5</b>  Students will be able to describe the overall structure of a text by explaining how the chapters unfold.  Students will be able to describe the overall structure of a poem or drama by explaining how the stanzas unfold.  Students will be able to identify how a text is organized and how the organization fits into the overall structure. (2 weeks)</p> <p><b>NJ SLS RL.5.6 &amp; NJ SLS RI.5.6</b>  Students will be able to describe the point of view of the narrator or speaker in a text. Students will be able to explain how the point of view of the narrator or</p>	<ul style="list-style-type: none"> <li>• Students will be able to explain the relationship to analyze the text</li> </ul> <p><b>NJ SLS RL.5.4 &amp; NJ SLS RI.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Students will be able to identify metaphors and similes</li> <li>• Students will be able to determine what similes and metaphors mean as they are used in a text.</li> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> </ul> <p><b>NJ SLS RL.5.5 &amp; NJ SLS RI.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc.)</li> <li>• Students will be able to explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul> <p><b>NJ SLS RL.5.6 &amp; NJ SLS RI.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the narrator’s point of view</li> </ul>
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			<p>speaker in a text influences how events are described. Students will be able to define point of view. Students will be able to analyze multiple versions of the same event or topic and locate important similarities and differences in the point of view they represent. (2 weeks)</p> <p><b>NJ SLS RI.5.7</b> Students will be able to describe the visual and/or multimedia elements of a text. Students will be able to explain how a text would be different without its visual and/or multimedia elements. Students will be able to describe how the visual and/or multimedia elements of a text add to the meaning, tone, or beauty of it. (1 week)</p> <p><b>NJ SLS RI.5.9</b> Students will be able to compare and contrast stories in the same genre in terms of how they treat a similar theme or topic. (2 weeks)</p> <p><b>NJ SLS RL.5.10</b> Students will be able to explain which portions of a text they understand and</p>	<ul style="list-style-type: none"> <li>• Students will be able to explain how the point of view impacts the events in the text</li> <li>• Students will be able to discuss the similarities and differences unique to the various perspectives presented in text <ul style="list-style-type: none"> <li>• Students will be able to give descriptions about how the information is presented for each perspective</li> </ul> </li> </ul> <p><b>NJ SLS RI.5.7</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely to determine the main ideas and important details</li> <li>• Students will be able to synthesize information from multiple sources</li> <li>• Students will be able to use media efficiently to answer questions and to solve problems</li> </ul> <p><b>NJ SLS RI.5.9</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find similarities and differences in themes and topics when reading stories of the same genre</li> <li>• Students will be able to connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>• Students will be able to combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
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			<p><b>NJ SLS W.5.4</b> Students will be able to understand their task, purpose and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose. (Throughout the unit)</p> <p><b>NJ SLS W.5.5</b> Students will understand writing as a process of planning, revising, editing, and rewriting. Students will be able to develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach. (Throughout the unit)</p>	<ul style="list-style-type: none"> <li>• Students will be able to logically order reasons that are supported by facts and details</li> <li>• Students will quote directly from text when appropriate Students will link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)</li> </ul> <p><b>NJ SLS W.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce writing that is clear and understandable to the reader</li> <li>• Students will be able to unpack writing tasks (type of writing assignment) <ul style="list-style-type: none"> <li>• Students will be able to unpack writing purpose (the writer’s designated reason for writing)</li> <li>• Students will be able to focus the organization and development of a topic to reflect the task and purpose</li> </ul> </li> </ul> <p><b>NJ SLS W.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to practice revising and editing skills <ul style="list-style-type: none"> <li>• Students will be able to change word choice and sentence structure in writing to strengthen the piece</li> <li>• Students will be able to use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>• Students will be able to recognize spelling, grammar, and punctuation errors</li> <li>• Students will be able to employ</li> </ul> </li> </ul>
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			<p><b>NJ SLS W.5.7</b> Students will be able to conduct a short research project, utilizing inquiry-based research process, based on focus questions. (Third bend of writing unit)</p> <p><b>NJ SLS W.5.8</b> Students will be able to gather relevant information from print and digital sources. Students will be able to understand their task, purpose and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose. Summarize or paraphrase information in notes and in finished drafts, providing a list of sources used. Students will be able to understand their task, purpose and audience when they write. (2 weeks)</p> <p><b>NJ SLS W.5.9</b> Students will be able to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. (1 week)</p>	<p>strategies for correcting errors with assistance (conferences, check sheets, peer editing)</p> <p><b>NJ SLS W.5.7</b></p> <ul style="list-style-type: none"> <li>• Students will be able to conduct a short research project, utilizing inquiry-based research process, based on focus questions.</li> </ul> <p><b>NJ SLS W.5.8</b></p> <ul style="list-style-type: none"> <li>• Students will be able to locate information from print and digital sources</li> <li>• Students will be able to integrate information from personal experiences</li> <li>• Students will be able to Include a list of sources used</li> <li>• Students will be able to take notes on information gathered from the sources to support the topic</li> <li>• Students will be able to synthesize information to avoid plagiarism</li> <li>• Students will be able to organize information into categories</li> </ul> <p><b>NJ SLS W.5.9</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use strategies for reading literary and informational text to investigate topics</li> <li>• Students will be able to refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>• Students will be able to students will be able to explain how an author uses proof</li> </ul>
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			<p>discussions by reading and studying required materials beforehand.  Students will be able to refer to texts and other required materials as well as their own prior knowledge when discussing a topic.  Students will be able to follow established rules for class discussions.  Students will be able to participate in conversations by posing and responding to questions and contributing relevant comments.  Students will be able to paraphrase key ideas presented in a discussion or group activity.  Students will be able to draw conclusions based on information and knowledge shared in a discussion or group activity. (Throughout the unit)</p> <p><b>NJ SLS SL.5.5</b>  Students will be able to include multimedia and visual components with their presentations.  Students will be able to enhance presentations by incorporating multimedia and visual components.  (1 week)</p> <p><b>NJ SLS SL.5.6</b>  Students will be able to adapt how they speak according to what is best for their purpose and audience</p>	<p>topics and texts</p> <ul style="list-style-type: none"> <li>• Students will be able to participate in a variety of rich, structured conversations</li> <li>• Students will be able to engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Students will be able to engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group</li> </ul> <p><b>NJ SLS SL.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify main ideas and themes of a presentation</li> <li>• Students will be able to combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes</li> </ul> <p><b>NJ SLS SL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to speak for a variety of purposes</li> </ul>
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			<p><b>NJ SLS L.5.4A, B, C</b>  Students will be able to decipher the meanings of words and phrases by using sentence context. Students will be able to determine the meaning of commonly used prefixes and suffixes. Students will be able to separate a base word from the prefix or suffix. Students will be able to use the definition of known prefixes and suffixes to define new words. Students will be able to identify root words in unknown words.  (Throughout the unit)</p> <p><b>NJ SLS C L.5.6</b>  Students will be able to learn and use vocabulary words that signal contrast. Students will be able to learn and use vocabulary words that signal addition. Students will be able to learn and use vocabulary words that signal logical relationships.  Students will be able to learn and use</p>	<p>as needed to aid in spelling</p> <p><b>NJ SLS L.5.4A, B, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to decipher the meanings of words and phrases by using sentence context</li> <li>• Students will be able to determine the meaning of commonly used prefixes and suffixes</li> <li>• Students will be able to separate a base word from the prefix or suffix</li> <li>• Students will be able to use the definition of known prefixes and suffixes to define new words</li> <li>• Students will be able to identify root words in unknown words</li> <li>• Students will be able to use known root words to aid in defining unknown words</li> <li>• Students will be able to identify the purpose and use of glossaries and dictionaries</li> <li>• Students will be able to determine the structure of glossaries and dictionaries</li> <li>• Students will be able to use both print and digital glossaries and dictionaries to define and clarify words</li> </ul> <p><b>NJ SLS L.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use 5th grade vocabulary fluently when discussing academic or domain specific topics</li> <li>• Students will be able to choose the most accurate word when describing contrast, addition, or other relationships</li> </ul>
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			transitional language to signal contrast, addition, and logical relationships. (Throughout the unit)	<ul style="list-style-type: none"><li>• Students will be able to choose the most accurate word when discussing a particular topic</li><li>• Students will be able to use knowledge of conjunctions to broaden vocabulary</li></ul>
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<b>Unit 1: Reading Identity and Independence</b>	<b>Recommended Duration: 8 weeks</b>
<p><b>Unit Description</b> - In this unit the focus will be as follows:</p> <p><b>Reading:</b> Launching Unit - This unit includes the first twenty days of Reader’s Workshop. During the Launching Unit, students will learn reading behaviors, rituals, and routines. One of the main goals of the unit is to establish a community that fosters actively listening, thinking, and engaging while reading. Students will be directly taught how to self-select just right books and build stamina. In addition, students will be able to use a variety of strategies to solve reading problems and comprehend a range of text. Throughout the unit, students will formally and informally talk about books and see themselves as real, independent readers in order to develop a reading identity.</p> <p><b>Writing Craft:</b> Narrative - In this unit, students will deepen their understanding of the writing process, learn the characteristics of a memoir, and apply these characteristics to their own memoirs. A heavy focus on point of view and narrative techniques will be explored during this unit. By the end of the unit, students will craft a reflective piece of writing about a significant life experience. Language standards are embedded within the writing process.</p> <p><b>Speaking and Listening:</b> Throughout the unit, students will work in small and whole group discussions. As students gain more experience with developing their reading identify, they begin to participate in meaningful conversations connected to the books they are sharing.</p>	

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How do readers self-select books?</li> <li>• How can readers support opinions, inferences, and insights gathered from a text?</li> <li>• How can understanding of both character and author point of view help to better understand text?</li> <li>• How can an understanding of words and word parts help readers comprehend text?</li> <li>• How does point of view affect the theme of a piece of writing?</li> <li>• How can I use my writer’s notebook to research my life, writing both “big” and “small?”</li> <li>• How can I use writing to explore, to reflect, to ask and entertain questions?</li> <li>• How can I explore possible structures I could use for a memoir, thinking about the relationship between structure and theme, using all that I know to engage in major revision work?</li> </ul>	<ul style="list-style-type: none"> <li>• Good readers can self-select a “just right” book.</li> <li>• Good readers set goals for themselves and apply self-monitoring skills.</li> <li>• Good readers participate in a range of collaborative conversations about texts.</li> <li>• Good readers learn how to determine the meaning of challenging vocabulary words and phrases in a text.</li> <li>• Good readers support their opinions with text and quote accurately from a text when explaining what the text says.</li> <li>• Writers use point of view to help their audience interpret of a piece of text.</li> <li>• Writers use narrative techniques such as dialogue, description, and pacing to develop experiences and enhance the audience’s experience.</li> <li>• Writers can use different structures to match the theme of their narrative.</li> </ul>

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p><b>READING</b>  <b>Standards: Primary or Power</b>  <b>NJ SLS RL.5.1</b>  Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.  <b>NJ SLS RI.5.1</b>  Quote accurately from a text and make relevant connections when explaining what the text says explicitly  Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</p> <p><b>NJ SLS RL.5.2.</b>  Determine the key details in a story, drama or poem to identify the theme and to summarize the text  <b>NJ SLS RI.5.2:</b>  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>NJ SLS RL.5.4:</b>  Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes  <b>NJ SLS RI.5.4:</b>  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p><b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b>  Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at.</p> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI. 5.2</b>  Students will be able to determine the theme of a text and locate particular details that convey the theme.</p> <p><b>NJ SLS RL.5.4 &amp; NJ SLS RI. 5.4</b>  Students will be able to determine the meanings of words and phrases as they are used in a text. Students will be able to define simile and metaphor. Students will be able to determine what similes and metaphors mean as they are used in a text.</p>	<p><b>READING</b>  <b>NJ SLS RL.5.1 &amp; NJ SLS RI.5.1</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use quotes or references from a text when explaining with the text says explicitly and/or when explaining inferences drawn from the text</li> <li>• Student will be able to summarize the key points of a text</li> <li>• Student will be able to identify details to support the main idea</li> <li>• Student will be able to explain how the author supports main idea with key details</li> </ul> <p><b>NJ SLS RL.5.2 &amp; NJ SLS RI. 5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key details in a text</li> <li>• Students will be able to analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Students will be able to identify the theme of the text</li> <li>• Students will be able to determine the main idea of the text</li> </ul> <p><b>NJ SLS RL.5.4 &amp; NJ SLS RI. 5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Students will be able to identify metaphors and similes</li> </ul>

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS RL.5.6:</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>NJ SLS RI.5.6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>NJ SLS RF.5.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>NJ SLS RF.5.3.A.</b> 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.</p> <p><b>NJ SLS RF.5.4:</b></p>	<p><b>NJ SLS RL.5.6 &amp; NJ SLS RI.5.6</b> Students will be able to describe the point of view of the narrator or speaker in a text. Students will be able to explain how the point of view of the narrator or speaker in a text influences how events are described. Students will be able to define point of view. Students will be able to analyze multiple versions of the same event or topic and locate important similarities and differences in the point of view they represent.</p> <p><b>NJ SLS RF.5.3A</b> Students will be able to determine the meaning of most multisyllabic words by studying their roots and affixes.</p> <p>Students will be able to read multi-syllable words.</p> <p>Students will be able to 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.</p> <p><b>NJ SLS RF.5.4A, B, C</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> <li>• Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> </ul> <p><b>NJ SLS RL.5.6 &amp; NJ SLS RL5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the narrator's point of view</li> <li>• Students will be able to explain how the point of view impacts the events in the text</li> <li>• Students will be able to discuss the similarities and differences unique to the various perspectives presented in text</li> <li>• Students will be able to give descriptions about how the information is presented for each perspective</li> </ul> <p><b>NJ SLS RF.3A:</b></p> <ul style="list-style-type: none"> <li>• Students will identify specific strategies for decoding words in texts</li> <li>• Students will be able to apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>

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<p>Read with sufficient accuracy and fluency to support comprehension.  <b>NJ SLS RF.5.4.A.</b>  Read grade-level text with purpose and understanding.  <b>RF.5.4.B.</b>  Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  <b>RF.5.4.C.</b>  Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>WRITING</b>  Primary Focus Standards:  <b>NJ SLS W.5.3A, B, C, D, E:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event 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.</p>	<p>Students will be able to read stories and poems aloud clearly and at a steady pace.</p> <p>Students will be able to correct mistakes they make or reread for clarification when they read.</p> <p>Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Students will be able to use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>WRITING</b>  <b>NJ SLS W.5.3A, B, C, D, E</b>  Students will be able to write narratives to develop real or imagined experiences or events.  Students will be able to orient a reader by establishing a situation and introducing a narrator and/or character.  Students will be able to organize a series of events that unfold naturally and logically.  Students will be able to use narrative techniques, provide descriptive details, and structure event sequences effectively.  Students will be able to use narrative techniques such as dialogue, pacing, and description to develop experiences and events or show the responses of character to situations.  Students will be able to use a variety of transition words, phrases, and clauses to manage the</p>	<p><b>NJ SLS RF.5.4A, B, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use various strategies to understand text and read with purpose</li> <li>• Students will accurately read grade-level poetry and prose aloud</li> <li>• Students will use an appropriate rate and expression when reading aloud</li> <li>• Students will use various strategies to support word recognition and understanding</li> <li>• Students will be able to reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul> <p><b>WRITING</b>  <b>NJ SLS W.5.3A, B, C, D, E</b></p> <ul style="list-style-type: none"> <li>• Student will be able to compose a story hook to engage the reader</li> <li>• Student will be able to establish the story’s background or situation</li> <li>• Student will be able to introduce a narrator and/or characters</li> <li>• Student will be able to purposefully arrange events to make the story flow</li> <li>• Student will be able to use dialogue and description to develop experiences and events</li> <li>• Student will be able to show the responses of characters to situations, when appropriate</li> <li>• Student will be able to use a variety of transitional words and phrases to manage the sequence of events</li> <li>• Student will be able to use concrete words and</li> </ul>

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p>Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>NJ SLS W.5.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJ SLS W.5.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p><b>NJ SLS W.5.6.</b> With some guidance and support from adults and peers, use technology, including the</p>	<p>sequence of events. Students will be able to use specific vocabulary to communicate experiences and events.</p> <p><b>NJ SLS W.5.4</b> Students will understand their task, purpose, and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose.</p> <p><b>NJ SLS W. 5.5</b> Students will understand writing as a process of planning, revising, editing, and rewriting. Students will be able to develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach</p> <p><b>NJ SLS W.5.6</b></p>	<p>phrases to relay story details</p> <ul style="list-style-type: none"> <li>• Student will be able to use sensory details to convey experiences and events precisely</li> <li>• Student will be able to provide a conclusion that follows from the narrated experiences or events</li> </ul> <p><b>NJ SLS W.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce writing that is clear and understandable to the reader</li> <li>• Students will be able to unpack writing tasks (type of writing assignment)</li> <li>• Students will be able to unpack writing purpose (the writer’s designated reason for writing)</li> <li>• Focus the organization and development of a topic to reflect the task and purpose</li> </ul> <p><b>NJ SLS W.5.5:</b></p> <ul style="list-style-type: none"> <li>• Students will practice revising and editing skills</li> <li>• Students will change word choice and sentence structure in writing to strengthen the piece</li> <li>• Students will use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>• Students will recognize spelling, grammar, and punctuation errors</li> <li>• Students will employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p>Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p><b>NJ SLS W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p><b>NJ SLS W.5.10.</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>SPEAKING AND LISTENING</b></p>	<p>Students will use digital tools to collaborate on written works. Students will ask for guidance when appropriate. Students will use technology for producing and publishing writing, and collaborating with others. Students will demonstrate keyboarding skills.</p> <p><b>NJ SLS W.5.7</b> Students will be able to research a topic through investigation of the topic. Students will explore a topic in greater detail by developing a research question that helps bring focus to the topic. Students will gather information from multiple sources to support a topic. Students will select relevant information from texts to support main ideas or claims. Students will group like ideas to organize writing.</p> <p><b>NJ SLS W.5.10</b> Students will be able to design a work plan to appropriately match the task, purpose and audience for a piece of writing. Students will be able to design a work plan that includes time for research, reflection, and revision. Students will be able to write routinely over shorter time frames for a range of tasks, purposes and audiences. Students will be able to write routinely over extended time frames for a range of tasks, purposes and audiences.</p>	<p><b>NJ SLS W.5.6:</b></p> <ul style="list-style-type: none"> <li>• Students will use digital tools to collaborate on written works</li> <li>• Students will ask for guidance when appropriate</li> <li>• Students will use technology for producing and publishing writing, and collaborating with others</li> <li>• Students will demonstrate keyboarding skills</li> </ul> <p><b>NJ SLS W.5.7:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to research a topic through investigation of the topic</li> <li>• Students will explore a topic in greater detail by developing a research question that helps bring focus to the topic</li> <li>• Students will gather information from multiple sources to support a topic</li> <li>• Students will select relevant information from texts to support main ideas or claims</li> <li>• Students will group like ideas to organize writing</li> </ul> <p><b>NJ SLS W.5.10:</b></p> <ul style="list-style-type: none"> <li>• Students will produce numerous pieces of writing over various time frames</li> <li>• Students will develop skills in research</li> <li>• Students will reflect on the choices made while writing</li> <li>• Students will reflect on and revise writing</li> <li>• Students will develop a topic related to the content area they are writing about to reflect</li> </ul>

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS SL.5.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>NJ SLS SL.5.1.A.</b> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p><b>NJ SLS SL.5.1.B.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>NJ SLS SL.5.1.C.</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>NJ SLS SL.5.1.D.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><b>NJ SLS SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p> <p><b>LANGUAGE</b></p>	<p><b>SPEAKING &amp; LISTENING</b></p> <p><b>NJ SLS SL.5.1 A, B, C, D</b> Students will be able to effectively participate in one-on-one, group, and teacher-led discussions. Students will be able to discuss their own ideas clearly in a discussion. Students will be able to build on the ideas of others in a discussion. Students will be able to prepare for discussions by reading and studying required materials beforehand. Students will be able to refer to texts and other required materials as well as their own prior knowledge when discussing a topic. Students will be able to follow established rules for class discussions. Students will be able to participate in conversations by posing and responding to questions and contributing relevant comments. Students will be able to paraphrase key ideas presented in a discussion or group activity. Students will be able to draw conclusions based on information and knowledge shared in a discussion or group activity.</p> <p><b>NJ SLS SL.5.6</b> Students will be able to adapt how they speak according to what is best for their purpose and audience Students will be able to use formal English when necessary.</p>	<p>task, audience, and purpose</p> <p><b>SPEAKING AND LISTENING</b></p> <p><b>NJ SLS SL.5.1 A, B, C, D</b></p> <ul style="list-style-type: none"> <li>• Students will use previous knowledge to expand discussions about a topic</li> <li>• Students will engage in conversations about grade-appropriate topics and texts</li> <li>• Students will participate in a variety of rich, structured conversations</li> <li>• Students will engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Students will engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul> <p><b>NJ SLS SL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to speak for a variety of purposes</li> <li>• Students will be able to distinguish between formal and informal discourse</li> </ul>

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS L.5.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJ SLS L.5.1.A:</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>NJ SLS L.5.1.B.</b> Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p><b>NJ SLS L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>NJ SLS L.5.2.A.</b> Use punctuation to separate items in a series.*</p> <p><b>NJ SLS L.5.2.E.</b> Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>NJ SLS L.5.4A:</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p><b>LANGUAGE</b> <b>NJ SLS L.5.1A, B</b> Students will be able to explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>Students will be able to recognize and correct inappropriate shifts in verb tenses.</p> <p><b>NJ SLS L.5.2A, E</b> Students will understand to use punctuation to separate items in a series. Students will understand how to spell grade-appropriate words.</p> <p><b>NJ SLS L.5.4A</b> Students will be able to determine the meaning of a word or phrase by examining context clues.</p>	<ul style="list-style-type: none"> <li>• Students will be able to adapt speech to a variety of contexts and tasks</li> </ul> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1A, B</b></p> <ul style="list-style-type: none"> <li>• Students will be able to define conjunctions, prepositions, and interjections</li> <li>• Students will be able to identify conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to identify the tense of verbs</li> <li>• Students will be able to identify perfect verb tenses in writing</li> <li>• Students will be able to conjugate verbs using the perfect verb tenses</li> </ul> <p><b>NJ SLS L.5.2A, E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to define and identify items in a series</li> <li>• Students will be able to separate items in a series using appropriate punctuation</li> <li>• Students will be able to spell grade-appropriate words correctly</li> <li>• Students will be able to use references as needed to aid in spelling</li> </ul> <p><b>NJ SLS L.5.4A</b></p> <ul style="list-style-type: none"> <li>• Student will be able to decipher the meanings of words and phrases by using sentence context</li> </ul>

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS C L.5.6</b> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>NJ SLS C L.5.6</b> Students will be able to learn and use vocabulary words that signal contrast.</p> <p>Students will be able to learn and use vocabulary words that signal addition.</p> <p>Students will be able to learn and use vocabulary words that signal logical relationships.</p> <p>Students will be able to learn and use transitional language to signal contrast, addition, and logical relationships.</p>	<ul style="list-style-type: none"> <li>• Student will be able to identify the purpose and use of glossaries and dictionaries</li> <li>• Student will be able to determine the structure of glossaries and dictionaries</li> <li>• Student will be able to use both print and digital glossaries and dictionaries to define and clarify words</li> </ul> <p><b>NJ SLS C L.5.6</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use 5th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>• Student will be able to choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Student will be able to choose the most accurate word when discussing a particular topic</li> <li>• Student will be able to use knowledge of conjunctions to broaden vocabulary</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><b>Reading</b> <a href="#">PARCC Evidence Tables</a> <a href="#">Point of View Video</a> <a href="#">Main Idea Practice</a> <a href="#">Inference Practice</a> <a href="#">Read Aloud Strategy</a></p>	<ul style="list-style-type: none"> <li>• Common Summative Assessment Unit 1</li> <li>• Words Their Way assessment biweekly</li> <li>• Calkins’ Memoir</li> </ul>	<ul style="list-style-type: none"> <li>• Students will self-select a “just right” book during independent reading time.</li> <li>• <a href="#">Reading and Writing Conferences</a></li> </ul>	<ul style="list-style-type: none"> <li>• Text based questions weekly</li> <li>• Annotating texts weekly</li> <li>• Words Their Way/Word Wisdom menus biweekly</li> <li>• Memoir (Calkins Narrative) Students will craft a reflective</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><a href="#">Circle Plot Diagram</a>  <a href="#">Fluency packet</a>  <a href="#">Reading conferences</a></p> <p><b>Writing/Language</b>  <a href="#">Brainstorm Before Writing</a>  <a href="#">Conferencing Video</a>  <a href="#">Compare/Contrast Map</a>  <a href="#">Essay Map</a>  <a href="#">Implementing the Writing Process</a>  <a href="#">Mini Lessons</a>  <a href="#">Writing Samples</a>  <a href="#">Spelling practice</a>  <a href="#">Various ELA Practices</a>  <a href="#">Word Relationships</a>  <a href="#">Grammar Practice</a>  <a href="#">More Grammar Practice</a>  <a href="#">Flocabulary</a>  <a href="#">Context Clues</a></p> <p><b>Speaking &amp; Listening</b>  <a href="#">Notes for Discussions Video</a>  <a href="#">Text Talk Time</a>  <a href="#">Literature Circles</a>  <a href="#">Speaking and Listening Rubric</a>  <a href="#">In Character Presentation</a>  <a href="#">Crafting a Persuasive Speech</a>  <a href="#">New Report</a></p> <p><b>Critical Thinking</b>  <a href="#">Current Event Articles</a>  <a href="#">Smithsonian TweenTribune</a>  <a href="#">Newsela</a>  <a href="#">Whole Brain Teaching Video</a>  <a href="#">Critical Thinking Lesson Plans</a></p>	<ul style="list-style-type: none"> <li>• Monthly Fluency assessments</li> <li>• Schoolwide Launching Unit assessment</li> <li>• Fountas and Pinnell’s Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration and discussions – see <a href="#">rubric</a></li> <li>• <a href="#">Book Talk</a> – At the end of the unit, students will be asked to formally talk about a book they have recently finished.</li> </ul>	<p>piece of writing about a significant life experience at the end of the unit.</p>

<b>Possible Assessment Modifications /Accommodations</b>			
<p><b>Special Education Students:</b></p> <ul style="list-style-type: none"> <li>· More time on assessments</li> <li>· Bank of sentence starters</li> <li>· Read test passages aloud (if assessing reading comprehension)</li> <li>· Small group testing</li> <li>· Use of graphic organizers (for writing tasks)</li> <li>· No penalties for spelling errors</li> <li>· Chunking of assessments</li> </ul>	<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>· Oral testing (if assessing reading comprehension/writing skills)</li> <li>· Allow answers to be dictated</li> <li>· Chunking of assessments</li> <li>· Grade spelling phonetically</li> <li>· Allow pictures and diagrams within responses</li> </ul>	<p><b>At-Risk Students:</b></p> <ul style="list-style-type: none"> <li>· Opportunities for review of assessments</li> <li>· Additional follow up questions to expand on responses</li> <li>· Chunking assessments</li> </ul>	<p><b>Gifted &amp; Talented Students:</b></p> <ul style="list-style-type: none"> <li>· Researching their own materials (i.e. internet and informational texts) for writing assignments</li> </ul>

<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Close reading</li> <li>• Conferencing/Individualized instruction</li> <li>• Cooperative learning</li> <li>• Effective, higher-level questioning</li> <li>• Text based questions</li> <li>• Learning stations</li> <li>• Student goal-setting</li> <li>• Read-alouds</li> <li>• Accountable talk</li> <li>• Flexible/strategic grouping</li> <li>• Direct instruction during mini-lessons</li> <li>• Shared writing</li> <li>• Peer teaching/collaboration</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation			
<b>Special Education Students:</b> <ul style="list-style-type: none"> <li>Clarification of questions</li> <li>Completed copy of notes</li> <li>Additional time for assignments</li> <li>Use of checklists</li> <li>Immediate Feedback</li> <li>Books on tape</li> <li>Study guide prior to assessments</li> </ul>	<b>English Language Learners:</b> <ul style="list-style-type: none"> <li>Extra visual cues</li> <li>Build prior knowledge with pictures and videos</li> <li>Study guide prior to assessments</li> </ul>	<b>At-Risk Students:</b> <ul style="list-style-type: none"> <li>Questions scaffolded by DOK levels</li> <li>Use of mnemonics</li> <li>Fountas and Pinnell LLI Program</li> <li>Study guide prior to assessments</li> </ul>	<b>Gifted Students:</b> <ul style="list-style-type: none"> <li>Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.</li> </ul>

Unit Vocabulary
<b>Unit Vocabulary:</b> Essential: Theme, main idea, drama, quote, drawing inferences, visualize, questioning, analysis, author's purpose, character, determining, examine, identify, monitor, pace, recommendation, stamina, "just right," strategy, structure, text feature, textual evidence, synthesizing, monitoring, summarize, metaphor, simile, narrator, point of view, perspective, RACE (restate, answer, cite, explain), collaboration, genre, memoir, personal narrative, writing process/cycle, audience, draft, elaboration Nonessential: structure, craft, development, language conventions, schema

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Career Ready Practices <b>CRP1</b> Act a responsible and contributing citizen and employee. <b>CRP2</b> Apply academic and technical skills. <b>CRP4</b> Communicate and clearly and effectively and with reason. <b>CRP6</b> Demonstrate creativity and innovation. 21 <sup>st</sup> Century Life and Careers:	<b>Technology:</b>  Google Docs-A-Teacher to student feedback  Laptops-A-Teacher to student feedback  Promethean Board-S-Notetaking  iPads-A-Student vocabulary games and applications	<b>Global Awareness:</b> <ul style="list-style-type: none"> <li>Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> </ul>	<b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Use deductive reasoning appropriately to analyze literature</li> <li>Effectively analyze literature and evaluate textual evidence to support analysis</li> <li>Synthesize and make connections (text to self, text to text, text to world)</li> <li>Interpret information and draw conclusions</li> </ul> <b>Communication and Collaboration</b>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
			<ul style="list-style-type: none"> <li>• Use communications skills to analyze texts and present information</li> <li>• Demonstrate ability to work effectively and respectfully with diverse teams</li> <li>• Collaborate with others on a wide range of topics and areas</li> </ul> <p>Life and Career Skills</p> <ul style="list-style-type: none"> <li>• Utilize time and manage workload efficiently</li> <li>• Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise</li> </ul> <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> <li>• Respond open-mindedly to different values and skills.</li> <li>• Know when it is appropriate when to listen and when to speak (Socratic Seminar)</li> </ul>

Resources
<ul style="list-style-type: none"> <li>• <b>Texts/Materials: <i>Textbook:</i></b>  <i>Lucy Calkins’ Shaping Texts: From Essay and Narrative to Memoir</i></li> </ul> <p><i>Stray</i> by Cynthia Rylant  Excerpt from <i>Wonder</i> by RJ Palacio  Folktale: <i>Hairy Toe</i>  Drama: “Three Wishes”</p>

## Resources

### *Picture books:*

*Voices in the Park* by Anthony Browne

*Fly Away Home* by Eve Bunting

### *Schoolwide Mentor Texts:*

*A Day's Work* by Eve Bunting

*For the Love of the Game: Michael Jordan and Me* by Eloise Greenfield

*The Hard-Times Jar* by Ethel Footman Smothers

*My Life in Dog Years* by Gary Paulsen

*Old Henry* by Joan W. Blos

*When Jessie Came Across the Sea* by Amy Hest

- **Materials:**

chart paper

composition books

graphic organizers

<b>Unit 2: Exploring Information</b>	<b>Recommended Duration: 10 weeks</b>
<p><b>Unit Description</b> - In this unit the focus will be as follows:</p> <p><b>Reading:</b> Nonfiction Genre Study – Nonfiction reading sparks students’ curiosity and open their eyes to new worlds and different points of view. One of the goals of this unit is to expose students to possibilities within a genre. By reading and studying different types of nonfiction, students will develop an understanding of various forms, features, and purposes of nonfiction. Throughout the unit, students will locate information, find answers, and deepen their understanding about nonfiction topics. This unit will help them to discover facts, identify big ideas, and learn new information about the topics they are reading about. It will also address the challenges of reading nonfiction, as well as ways to work through difficult texts.</p> <p><b>Writing:</b> Craft: Informative/Explanatory Writing – In this unit, students will be crafting informational texts within a content area study related to history. Students will use their knowledge from one of their Schoolwide Mentor Text as their topic. In order to acquire relevant information, students will need to immerse themselves into informational texts, locate important ideas and support information, synthesize and compare ideas across texts, and consider their structure and craft throughout the writing process. Language standards are embedded within the writing process.</p> <p><b>Speaking and Listening:</b> Students will participate in project-based presentations focusing on use of multimedia and visual displays throughout this unit.</p>	

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How does word choice impact the overall meaning of the text?</li> <li>• How does the author’s use of structure affect the meaning of the text?</li> <li>• How does the author’s point of view and purpose shape and direct the text?</li> <li>• How does the use of evidence impact the author’s claim?</li> <li>• How does analyzing more than one text help us to interpret the author’s intent and build our knowledge?</li> <li>• How do readers adapt when text becomes more complex?</li> <li>• What strategies do good writers use to introduce a topic and convey ideas and information clearly?</li> <li>• How can I raise the level of my information writing, in particular my research report writing, by establishing structure, development, and language?</li> <li>• How can I flash draft a report and then reread, re-order, analyze and especially add onto my flash-draft writing in ways that bring the lens of history to that writing?</li> <li>• How can I work on writing a research report that is well-written – that draws readers in, that is packed with specific information, that is structured in a cohesive way.</li> </ul>	<ul style="list-style-type: none"> <li>• Not all information is explicitly or clearly stated in a text.</li> <li>• A text can have more than one main idea. Each main idea has supporting details.</li> <li>• Structures of nonfiction texts vary and can be compared and contrasted.</li> <li>• Not everyone shares the same point of view. There are different points of view about the same topic or event.</li> <li>• A vast amount of print and digital information exists – reliable and unreliable.</li> <li>• Authors use reasons and evidence to support the points they are making within a text.</li> <li>• Information from multiple credible sources and multiple levels of complexity can enhance understanding.</li> <li>• Good writers develop a topic by researching multiple credible sources and organize the information in a logical way.</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards: Primary or Power</b>  <b>NJ SLS RL.5.1:</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>NJ SLS RL.5.2:</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p><b>NJ SLS RI.5.1:</b> Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>NJ SLS RL.5.1</b>  Students will be able to quote accurately from the text to explain what the text says and explain what the text explicitly states and what the text implies or hints at.</p> <p><b>NJ SLS RL.5.2</b>  Students will be able to determine the theme of a text and locate particular details that convey the theme.</p> <p><b>NJ SLS RI.5.1</b>  Students will be able to quote accurately from the text to explain what the text says and explain what the text explicitly states and what the text implies or hints at.</p>	<p><b>NJ SLS RL.5.1</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Students will be able to make personal connections, make connections to other texts and/or make global connections when relevant.</li> <li>• Students will be able to use quotes or references from a text when explaining with the text says explicitly and/or when explaining inferences drawn from the text</li> </ul> <p><b>NJ SLS RL.5.2:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key details in a text</li> <li>• Students will be able to analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Students will be able to identify the theme of the text</li> <li>• Students will be able to determine central message or theme</li> </ul> <p><b>NJ SLS RI.5.1</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Students will be able to make personal connections, make connections to other texts, and/or make global connections when relevant <ul style="list-style-type: none"> <li>• Students will be able to use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul> </li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS RI.5.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>NJ SLS RI.5.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>NJ SLS RI.5.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>NJ SLS RI.5.5:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>NJ SLS RI.5.6:</b> Analyze multiple accounts of the</p>	<p><b>NJ SLS RI.5.2</b> Students will be able to determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>NJ SLS RI.5.3</b> Students will be able to explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>NJ SLS RI.5.4</b> Students will be able to determine the meaning of general academic and domain-specific words and phrases.</p> <p><b>NJ SLS RI.5.5</b> Students will be able to describe the characteristics of text structures such as chronology, comparison, cause/effect, and problem/solution. Students will be able to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p>	<p><b>NJ SLS RI.5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to summarize the key points of a text</li> <li>• Students will be able to identify details to support the main idea</li> <li>• Identify at least two main ideas in informational texts</li> <li>• Students will be able to explain how the author supports main ideas in informational text with key detail</li> </ul> <p><b>NJ SLS RI.5.3</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the relationships or interactions between people, places and ideas in text</li> <li>• Students will be able to explain the relationship to analyze the text</li> </ul> <p><b>NJ SLS RI.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Students will be able to identify metaphors and similes</li> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> </ul> <p><b>NJ SLS RI.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find the similarities and differences in the structure of two or more texts</li> <li>• Students will be able to determine the impact of the structure on text meaning</li> </ul> <p><b>NJ SLS RI.5.6</b></p>

Relevant Standards	Learning Goals	Learning Objectives
<p>same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>NJ SLS RI.5.7:</b> 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.</p> <p><b>NJ SLS RI.5.8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>NJ SLS RI.5.9:</b> 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.</p>	<p><b>NJ SLS RI.5.6</b> Students will be able to define point of view. Students will be able to analyze multiple versions of the same event or topic and locate important similarities and differences in the point of view they represent.</p> <p><b>NJ SLS RI.5.7</b> Students will be able to describe the visual and/or multimedia elements of a text. Students will be able to explain how a text would be different without its visual and/or multimedia elements.</p> <p>Students will be able to describe how the visual and/or multimedia elements of a text add to the meaning, tone, or beauty of it.</p> <p><b>NJ SLS RI.5.8</b> Students will be able to locate reasons and evidence which support particular points in a text. Students will be able to determine which reasons and evidence support which point or points.</p> <p><b>NJ SLS RI.5.9</b> Students will be able to compare and contrast stories in the same genre in terms of how they treat a similar theme or topic.</p>	<ul style="list-style-type: none"> <li>• Students will be able to discuss the similarities and differences unique to the various perspectives presented in text <ul style="list-style-type: none"> <li>• Students will be able to give descriptions about how the information is presented for each perspective</li> </ul> </li> </ul> <p><b>NJ SLS RI.5.7</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely to determine the main ideas and important details</li> <li>• Students will be able to synthesize information from multiple sources</li> <li>• Students will be able to use media efficiently to answer questions and to solve problems</li> </ul> <p><b>NJ SLS RI.5.8</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the points or claims an author makes in a text</li> <li>• Students will be able to identify reasons and evidence for those points or claims made</li> <li>• Students will be able to prove each point with evidence from the text <ul style="list-style-type: none"> <li>• Explain how an author uses proof to support a point in the text</li> </ul> </li> </ul> <p><b>NJ SLS RI.5.9</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find similarities and differences in themes and topics when reading stories of the same genre</li> <li>• Students will be able to connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>• Students will be able to combine information from</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS RF.5.3A:</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>NJ SLS RF.5.4A, B, C:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>WRITING</b> Primary Focus Standards: <b>NJ SLS W.5.2A, B, C, D, E:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>NJ SLS RF.5.3A</b> Students will be able to determine the meaning of most multisyllabic words by studying their roots and affixes. Students will be able to read multisyllabic words. Students will be able to 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.</p> <p><b>NJ SLS RF.5.4A, B, C</b> Students will be able to read stories and poems aloud clearly and at a steady pace. Students will be able to correct mistakes they make or reread for clarification when they read. Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Students will be able to use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>WRITING</b> <b>NJ SLS W.5.2A, B, C, D, E</b> Students will be able to write informational/explanatory texts that examine and convey information clearly.</p>	<p>several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</p> <p><b>NJ SLS RF.5.3A</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify specific strategies for decoding words in texts</li> <li>• Students will be able to apply the specific strategies for decoding and spelling multisyllabic words</li> </ul> <p><b>NJ SLS RF.5.4A, B, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use various strategies to understand text and read with purpose</li> <li>• Students will be able to accurately read grade-level poetry and prose aloud</li> <li>• Students will be able to use an appropriate rate and expression when reading aloud</li> <li>• Students will be able to use various strategies to support word recognition and understanding</li> <li>• Students will be able to reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul> <p><b>WRITING</b> <b>NJ SLS W.5.2A, B, C, D, E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to organize ideas using various strategies</li> <li>• Introduce a topic clearly</li> <li>• Students will be able to compose a clear thesis statement</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information of explanation presented.</p> <p><b>NJ SLS W.5.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJ SLS W.5.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Students will be able to introduce a topic clearly, provide a general observation and focus, and group related information logically. Students will be able to incorporate formatting, graphics, and multimedia into their written pieces if necessary.</p> <p>Students will be able to develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Students will be able to use precise language and specific vocabulary to inform about or explain the topic.</p> <p>Students will be able to provide a concluding statement or section that follows the information or explanation presented.</p> <p><b>NJ SLS W.5.4</b> Students will be able to understand their task, purpose and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose.</p> <p><b>NJ SLS W.5.5</b> Students will understand writing as a process of planning, revising, editing, and rewriting. Students will be able to develop and strengthen their writing by planning, revising, editing, rewriting, or</p>	<ul style="list-style-type: none"> <li>• Students will be able to provide a general observation and focus</li> <li>• Students will be able to group related information logically</li> <li>• Students will be able to use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>• Students will be able to purposefully select information to develop the topic</li> <li>• Students will be able to link ideas within paragraphs and sections of information</li> <li>• Students will be able to use transitional words, phrases, and clauses</li> <li>• Students will be able to select specific language and vocabulary to convey ideas and information</li> </ul> <p><b>NJ SLS W.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce writing that is clear and understandable to the reader</li> <li>• Students will be able to unpack writing tasks (type of writing assignment) <ul style="list-style-type: none"> <li>• Students will be able to unpack writing purpose (the writer’s designated reason for writing)</li> <li>• Students will be able to focus the organization and development of a topic to reflect the task and purpose</li> </ul> </li> </ul> <p><b>NJ SLS W.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to practice revising and editing skills <ul style="list-style-type: none"> <li>• Students will be able to change word choice and sentence structure in writing to strengthen the piece</li> </ul> </li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS W.5.6:</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJ SLS W.5.8:</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>trying a new approach.</p> <p><b>NJ SLS W.5.6</b> Students will be to type a minimum of two pages in a single sitting. Students will be to use technology, including the internet, to interact and collaborate with others on the writing process.</p> <p><b>NJ SLS W.5.8</b> Students will be able to gather relevant information from print and digital sources. Students will be able to understand their task, purpose and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose. Summarize or paraphrase information in notes and in finished drafts, providing a list of sources used. Students will be able to understand their task, purpose and audience when they write. Students will be able to recall relevant information from experiences.</p> <p><b>NJ SLS W.5.10</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>• Students will be able to recognize spelling, grammar, and punctuation errors</li> <li>• Students will be able to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul> <p><b>NJ SLS W.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use digital tools to collaborate on written works</li> <li>• Students will be able to ask for guidance when appropriate</li> <li>• Students will be able to use technology for producing and publishing writing, and collaborating with others</li> <li>• Students will be able to demonstrate keyboarding skills</li> </ul> <p><b>NJ SLS W.5.8</b></p> <ul style="list-style-type: none"> <li>• Students will be able to locate information from print and digital sources</li> <li>• Students will be able to integrate information from personal experiences</li> <li>• Students will be able to Include a list of sources used</li> <li>• Students will be able to take notes on information gathered from the sources to support the topic</li> <li>• Students will be able to synthesize information to avoid plagiarism</li> <li>• Students will be able to organize information into categories</li> </ul> <p><b>NJ SLS W.5.10</b></p>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS W.5.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>SPEAKING &amp; LISTENING</b> Primary Focus Standards: <b>NJ SLS SL.5.1A, B, C, D:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>D. Review the key ideas expressed and draw conclusions in light of</li> </ol>	<p>Students will be able to design a work plan to appropriately match the task, purpose and audience for a piece of writing. Students will be able to design a work plan that includes time for research, reflection, and revision. Students will be able to write routinely over shorter time frames for a range of tasks, purposes and audiences. Students will be able to write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p><b>SPEAKING &amp; LISTENING</b> <b>NJ SLS SL.5.1A, B, C, D</b> Students will be able to effectively participate in one-on-one, group, and teacher-led discussions. Students will be able to discuss their own ideas clearly in a discussion Students will be able to build on the ideas of others in a discussion. Students will be able to prepare for discussions by reading and studying required materials beforehand. Students will be able to refer to texts and other required materials as well as their own prior knowledge when discussing a topic. Students will be able to follow established rules for class discussions. Students will be able to participate in conversations by posing and responding to questions and contributing relevant comments. Students will be able to paraphrase key ideas presented in a discussion or group activity.</p>	<ul style="list-style-type: none"> <li>• Students will be able to produce numerous pieces of writing over various time frames <ul style="list-style-type: none"> <li>• Students will be able to develop skills in research</li> <li>• Students will be able to reflect on the choices made while writing</li> <li>• Students will be able to reflect on and revise writing</li> <li>• Students will be able to develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul> </li> </ul> <p><b>SPEAKING &amp; LISTENING</b> <b>NJ SLS SL.5.1A, B, C, D</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use previous knowledge to expand discussions about a topic <ul style="list-style-type: none"> <li>• Students will be able to engage in conversations about grade-appropriate topics and texts</li> <li>• Students will be able to participate in a variety of rich, structured conversations</li> <li>• Students will be able to engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Students will be able to engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group</li> </ul> </li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>information and knowledge gained from the discussions.</p> <p><b>NJ SLS SL.5.2:</b> Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p><b>NJ SLS SL.5.3:</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>NJ SLS SL.5.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><b>LANGUAGE</b> Primary Focus Standards: <b>NJ SLS L.5.1A,C:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Students will be able to draw conclusions based on information and knowledge shared in a discussion or group activity</p> <p><b>NJ SLS SL.5.2</b> Students will be able to summarize a written text read aloud to me. Students will be able to summarize information presented visually, such as a photograph or video. Students will be able to summarize information presented orally, such as a speech or conversations. Students will be able to summarize information presented in a graph, chart of similar format</p> <p><b>NJ SLS SL.5.3</b> Students will be able to describe a speaker’s argument and list specific claims he or she makes. Students will be able to explain how each claim a speaker makes is supported by reasons and evidence.</p> <p><b>NJ SLS SL.5.6</b> Students will be able to adapt how they speak according to what is best for their purpose and audience Students will be able to use formal English when necessary.</p> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1A, C</b> Students will be able to explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p><b>NJ SLS SL.5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key points and supporting details of a text presented orally</li> <li>• Students will be able to summarize a written text read aloud or information presented in multiple formats</li> </ul> <p><b>NJ SLS SL.5.3</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe a speaker’s argument.</li> <li>• Students will be able to explain how each claim a speaker makes is supported by reasons and evidence.</li> </ul> <p><b>NJ SLS SL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to speak for a variety of purposes</li> <li>• Students will be able to distinguish between formal and informal discourse</li> <li>• Students will be able to adapt speech to a variety of contexts and tasks</li> </ul> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1A,C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to define conjunctions, prepositions, and interjections</li> <li>• Students will be able to identify conjunctions,</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>- Use verb tense to convey various times, sequences, states, and conditions.</p> <p><b>NJ SLS L.5.2B,E:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>- Use a comma to separate an introductory element from the rest of the sentence.</p> <p>- Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>NJ SLS L.5.3A,B:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>B. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p> <p><b>NJ SLS L.5.4A,C:</b> Determine or clarify the</p>	<p><b>NJ SLS L.5.2B,E</b> Students will be able to separate an introductory element from the rest of the sentence by using commas. Students will be able to use references as needed to aid in spelling.</p> <p><b>NJ SLS L.5.3A,B</b> Students will be able to expand, combine, and reduce sentences to change their meaning. Students will be able to expand, combine, and reduce sentences to interest their reader or listener. Students will be able to expand, combine, and reduce sentences to change their style. Students will be able to compare and contrast English dialects, registers, etc.</p> <p><b>NJ SLS L.5.4A,C</b></p>	<p>prepositions, and interjections in sentences</p> <ul style="list-style-type: none"> <li>• Students will be able to explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to identify the tense of verbs describe time, sequences, states, and conditions in reading</li> <li>• Students will be able to convey various times, sequences, states, and conditions using verb tenses in writing</li> </ul> <p><b>NJ SLS L.5.2B,E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify introductory words and phrases</li> <li>• Students will be able to separate an introductory element from the rest of the sentence by using commas</li> <li>• Students will be able to spell grade-appropriate words correctly</li> <li>• Students will be able to use references as needed to aid in spelling</li> </ul> <p><b>NJ SLS L.5.3A,B</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify sentences in writing that need revision</li> <li>• Students will be able to revise writing by expanding, combining, and reducing sentences</li> <li>• Students will be able to determine similarities and differences in the presentation of English used in stories</li> </ul> <p><b>NJ SLS L.5.4A,C</b></p>

Relevant Standards	Learning Goals	Learning Objectives
<p>meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.</p> <p><b>NJ SLS L.5.6:</b> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Students will be able to decipher the meanings of words and phrases by using sentence context. Students will be able to determine the structure of glossaries and dictionaries.</p> <p><b>NJ SLS L.5.6</b></p> <p>Students will be able to learn and use vocabulary words that signal contrast.  Students will be able to learn and use vocabulary words that signal addition.  Students will be able to learn and use vocabulary words that signal logical relationships.  Students will be able to learn and use transitional language to signal contrast, addition, and logical relationships.</p>	<ul style="list-style-type: none"> <li>• Students will be able to decipher the meanings of words and phrases by using sentence context</li> <li>• Students will be able to identify the purpose and use of glossaries and dictionaries</li> <li>• Students will be able to determine the structure of glossaries and dictionaries</li> <li>• Students will be able to use both print and digital glossaries and dictionaries to define and clarify words</li> </ul> <p><b>NJ SLS L.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use 5th grade vocabulary fluently when discussing academic or domain specific topics</li> <li>• Students will be able to choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Students will be able to choose the most accurate word when discussing a particular topic</li> <li>• Students will be able to use knowledge of conjunctions to broaden vocabulary</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><b>Reading</b>  <a href="#">PARCC Evidence Tables</a>  <a href="#">Point of View Video</a>  <a href="#">Main Idea Practice</a>  <a href="#">Inference Practice</a>  <a href="#">Read Aloud Strategy</a>  <a href="#">Circle Plot Diagram</a></p>	<ul style="list-style-type: none"> <li>• Common Summative Assessment Unit 2</li> <li>• Words Their Way or Word Wisdom assessments</li> <li>• Schoolwide – Nonfiction Unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Book Recommendation</a> – At the end of the unit, students will be asked to formally recommend a book they have recently finished.</li> <li>• Students will self-select a “just right” book during independent reading time.</li> </ul>	<ul style="list-style-type: none"> <li>• Information Report (Calkins’ Informative/Explanatory book: <i>The Lenses of History</i>)</li> <li>• Text based questions weekly</li> <li>• Annotating texts weekly</li> <li>• Words Their Way/Word Wisdom menus biweekly</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><a href="#">Fluency packet</a> <a href="#">Reading conferences</a></p> <p><b>Writing/Language</b> <a href="#">Brainstorm Before Writing</a> <a href="#">Conferencing Video</a> <a href="#">Compare/Contrast Map</a> <a href="#">Essay Map</a> <a href="#">Implementing the Writing Process</a> <a href="#">Mini Lessons</a> <a href="#">Writing Samples</a> <a href="#">Spelling practice</a> <a href="#">Various ELA Practices</a> <a href="#">Word Relationships</a> <a href="#">Grammar Practice</a> <a href="#">More Grammar Practice</a> <a href="#">Flocabulary</a> <a href="#">Context Clues</a></p> <p><b>Speaking &amp; Listening</b> <a href="#">Notes for Discussions Video</a> <a href="#">Text Talk Time</a> <a href="#">Literature Circles</a> <a href="#">Speaking and Listening Rubric</a> <a href="#">In Character Presentation</a> <a href="#">Crafting a Persuasive Speech</a> <a href="#">New Report</a></p> <p><b>Critical Thinking</b> <a href="#">Current Event Articles</a> <a href="#">Smithsonian</a> <a href="#">TweenTribune</a> <a href="#">Newsela</a> <a href="#">Whole Brain Teaching Video</a> <a href="#">Critical Thinking Lesson Plans</a></p>	<ul style="list-style-type: none"> <li>Fountas and Pinnell Running Records</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Reading and Writing Conferences</a></li> <li>Collaboration and discussions – see <a href="#">rubric</a></li> </ul>	

<b>Possible Assessment Modifications /Accommodations</b>			
<b>Special Education:</b> <ul style="list-style-type: none"> <li>· More time on assessments</li> <li>· Follow up questions to expand on responses</li> <li>· Small group testing</li> <li>· Graphic organizers provided for writing tasks</li> </ul>	<b>English Language Learners:</b> <ul style="list-style-type: none"> <li>· Oral testing (if assessing reading comprehension/writing skills)</li> <li>· Allow for oral follow up to written responses</li> </ul>	<b>At-Risk:</b> <ul style="list-style-type: none"> <li>· Chunking material of assignment</li> <li>· Use of a checklist as a timeline tool</li> </ul>	<b>Gifted:</b> <ul style="list-style-type: none"> <li>· Have students investigate any questions they come across (research)</li> </ul>

<b>Instructional Strategies</b>
<ul style="list-style-type: none"> <li>• Cooperative learning</li> <li>• Analysis of student work</li> <li>• Modeling</li> <li>• Close reading</li> <li>• Summarizing and note taking</li> <li>• Discovery/Inquiry-based learning</li> <li>• Conferencing/Individualized instruction</li> <li>• Effective, higher-level questioning</li> <li>• Text based questions</li> <li>• Learning stations</li> <li>• Read-alouds</li> <li>• Accountable talk</li> <li>• Flexible/strategic grouping</li> <li>• Direct instruction during mini-lessons</li> <li>• Shared writing</li> <li>• Peer teaching/collaboration</li> </ul>

<b>Possible Instructional Modifications /Accommodations/Differentiation</b>			
<b>Special Education:</b> <ul style="list-style-type: none"> <li>· Directions repeated/clarified</li> <li>· Simplified notes</li> <li>· Audio books for grade level texts</li> <li>· Graphic organizers</li> </ul>	<b>English Language Learners:</b> <ul style="list-style-type: none"> <li>· Pre-teach vocabulary</li> <li>· demonstrate concepts</li> <li>· Use graphic organizers</li> </ul>	<b>At-Risk:</b> <ul style="list-style-type: none"> <li>· Fountas and Pinnell LLI Program</li> <li>· Chunking assignments</li> <li>· Review directions individually</li> </ul>	<b>Gifted:</b> <ul style="list-style-type: none"> <li>· Provide learning centers where students are in charge of their learning.</li> </ul>

<ul style="list-style-type: none"> <li>· Provide opportunities for movement</li> <li>· Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom.</li> </ul>			
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**Unit Vocabulary**

**Unit Vocabulary:**  
 Essential: Analyze, awareness, bibliography, biography, caption, categorize, cause, central idea, chronological, collaboration, comparing/comparison, conference, connection, context, crafted, cutaways, descriptions, details, determine, devices, diagrams, discussion, effects, elements, engage, evidence, examine, features, font, genre, glossary, headings, illustrating, index, inferences, inspiration, literary nonfiction, main idea, monitoring, mood, navigate, organize, paraphrase, point of view, problem, recognize, reference, reread, respond, schema, solution, subheadings, supporting, synthesizing, table of contents, techniques, text structure, topic, visuals, flash draft, note-taking, qualities, multimedia, transitions, introduction, body, conclusion, primary source, revise

Nonessential: concrete details, quotations, precise language, cohesion, craft, structure, conventions

<b>Interdisciplinary Connections (Applicable Standards)</b>	<b>Integration of Technology</b>	<b>21<sup>st</sup> Century Themes</b>	<b>21<sup>st</sup> Century Skills</b>
Career Ready Practices <b>CRP1</b> Act a responsible and contributing citizen and employee. <b>CRP2</b> Apply academic and technical skills. <b>CRP4</b> Communicate and clearly and effectively and with reason. <b>CRP6</b> Demonstrate creativity and innovation. 21 <sup>st</sup> Century Life and Careers:	Technology:  Google Docs-A-Teacher to student feedback  Laptops-A-Teacher to student feedback  Promethean Board-S-Notetaking  iPads-A-Student vocabulary games and applications	Global Awareness: <ul style="list-style-type: none"> <li>• Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>• Use deductive reasoning appropriately to analyze literature</li> <li>• Effectively analyze literature and evaluate textual evidence to support analysis</li> <li>• Synthesize and make connections (text to self, text to text, text to world)</li> <li>• Interpret information and draw conclusions</li> </ul> Communication and Collaboration <ul style="list-style-type: none"> <li>• Use communications skills to analyze texts and present information</li> </ul>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
			<ul style="list-style-type: none"> <li>• Demonstrate ability to work effectively and respectfully with diverse teams</li> <li>• Collaborate with others on a wide range of topics and areas</li> </ul> <p>Life and Career Skills</p> <ul style="list-style-type: none"> <li>• Utilize time and manage workload efficiently</li> <li>• Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise</li> </ul> <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> <li>• Respond open-mindedly to different values and skills.</li> <li>• Know when it is appropriate when to listen and when to speak (Socratic Seminar)</li> </ul>

Resources
<ul style="list-style-type: none"> <li>• <b>Texts/Materials:</b>  Lucy Calkins: <i>The Lens of History</i> book  <i>Mystery of the Snake Egg</i> (Storyworks) by Lauren Tarshis  Newsela article: “Rhinos Being Hunted for Their Horns”  Newsela article: “PRO/CON: Self-Driving Cars”  Schoolwide Mentor Texts:  <i>Arrowhawk</i> by Lola M. Schaefer  <i>Henry’s Freedom Box: A True Story from the Underground Railroad</i> by Ellen Levine  <i>I is for Idea: An Inventions Alphabet</i> by Marcia Schonberg  <i>Lizards</i> by Sneed B. Collard III  <i>A Warmer World: From Polar Bear to Butterflies, How Climate Change Affects Wildlife</i> by Caroline Arnold</li> </ul>

## Resources

*Women Explorers* by Julie Cummins

- **Materials:**

chart paper

graphic organizers

<b>Unit 3: Diving Into Fiction</b>	<b>Recommended Duration: 10 weeks</b>
<p><b>Unit Description:</b>  In this unit the focus will be as follows:  <b>Reading:</b> Fiction Study with Literary Paired Texts – Fiction encompasses many different types of stories – fantastical, magical, traditional, historical, mythological, or realistic. Throughout the unit, student will be exposed to possibilities within a genre. By reading and studying different types of fiction, students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. By the end of the unit, students will learn and apply specific reading strategies that will enable them to visualize magical lands, infer characters’ feelings and traits, identify the author’s message, and actively engage with the texts they read.  <b>Writing: Craft:</b> Opinion/Argumentative Writing (Calkins Literary Essay) – Although this is a writing unit, students’ reading skills will also be greatly enriched by being exposed to quality paired pieces of literature in order to analyze and write about them later. Throughout the unit, students will receive repeated practice writing arguments about texts – simple to complex. In this unit, students will be taught to write more about point of view, emphasis, and interpretations and to be aware of the craft moves that authors use. Students will also learn ways to structure a compare-and-contrast essay and to cite evidence from two texts in a seamless, purposeful way. Language standards are embedded within the writing process.  <b>Speaking and Listening:</b> Students will present in small groups and to the whole class their literary analysis essays and share out their thinking of their self-selected books.</p>	

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How are fiction texts structured?</li> <li>• How do authors develop a theme in a text?</li> <li>• How does a writer develop a point of view?</li> <li>• How can I compare and contrast multiple pieces of text?</li> <li>• How can I learn to write literary essays that not only have a thesis that is based on close reading of the text, but that also contain passages from the text (quoted and paraphrased) to support the thesis?</li> <li>• Can I write essays about characters and also about themes, sometimes even writing about two texts in one essay?</li> <li>• How can I read with such attentiveness to detail that I grow an idea about the text, and then write a quick essay which is structured and full of evidence?</li> <li>• How can I develop more complex interpretations of the text and support those interpretations with attention to craft moves that the</li> </ul>	<ul style="list-style-type: none"> <li>• There are different types and structures of fiction.</li> <li>• Most fiction stories have common elements like characters, setting, plot, conflict, resolution and use a chronological structure.</li> <li>• Dramatic plays read differently from a narrative fictional text.</li> <li>• Writers develop the point of view of a fiction text by including or not including what some or all of the characters think and feel.</li> <li>• A writer’s tone affects a readers’ emotional response to a text.</li> <li>• Writers develop a theme by what their main character does, says, and thinks.</li> <li>• Good readers identify big ideas and supporting details, compare texts in different forms that share similar themes, and synthesize that information in order to deepen their understanding of author’s purpose as it relates to the fiction genre.</li> </ul>

<p>author has made?</p> <ul style="list-style-type: none"> <li>• How can I draw on everything I have learned about literacy essay writing in order to write a compare and contrast essay that discusses how two texts address the same theme similarly and differently?</li> </ul>	
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Relevant Standards	Learning Goals	Learning Objectives
<p><b>READING</b>  <b>NJ SLS RL.5.1:</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>NJ SLS RL.5.2:</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p><b>NJ SLS RL.5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p>	<p><b>READING</b>  <b>NJ SLS RL.5.1</b>            Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at.</p> <p><b>NJ SLS RL.5.2</b>            Students will be able to determine the theme of a text and locate particular details that convey the theme.</p> <p><b>NJ SLS RL.5.3</b>            Students will be able to compare and contrast characters in a text and provide details from the</p>	<p><b>READING</b>  <b>NJ SLS RL.5.1</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Students will be able to make personal connections, make connections to other texts and/or make global connections when relevant.</li> <li>• Students will be able to use quotes or references from a text when explaining with the text says explicitly and/or when explaining inferences drawn from the text</li> </ul> <p><b>NJ SLS RL.5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key details in a text</li> <li>• Students will be able to analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Students will be able to identify the theme of the text</li> <li>• Students will be able to determine central message or theme</li> </ul> <p><b>NJ SLS RL.5.3</b></p> <ul style="list-style-type: none"> <li>• Students will be able to examine texts to find</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>(e.g., how characters interact).</p> <p><b>NJ SLS RL.5.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>NJ SLS RL.5.5:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>NJ SLS RL.5.6:</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>NJ SLS RL.5.7:</b></p>	<p>text. Students will be able to compare and contrast settings in a text and provide details from the text. Students will be able to compare and contrast events in a text and provide details from the text.</p> <p><b>NJ SLS RL.5.4</b> Students will be able to determine the meanings of words and phrases as they are used in a text. Students will be able to define simile and metaphor. Students will be able to determine what similes and metaphors mean as they are used in a text.</p> <p><b>NJ SLS RL.5.5</b> Students will be able to describe the overall structure of a novel by explaining how the chapters unfold. Students will be able to describe the overall structure of a poem by explaining how the stanzas unfold. Students will be able to describe the overall structure of a drama by explaining how the scenes unfold.</p> <p><b>NJ SLS RL.5.6</b> Students will be able to describe the point of view of the narrator or speaker in a text. Students will be able to explain how the point of view of the narrator or speaker in a text influences how events are described.</p> <p><b>NJ SLS RL.5.7</b></p>	<p>similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts</p> <ul style="list-style-type: none"> <li>• Students will be able to refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events</li> </ul> <p><b>NJ SLS RL.5.4</b> Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</p> <ul style="list-style-type: none"> <li>• Students will be able to identify metaphors and similes</li> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> </ul> <p><b>NJ SLS RL.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)</li> <li>• Students will be able to explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul> <p><b>NJ SLS RL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the narrator’s point of view</li> <li>• Students will be able to explain how the point of view impacts the events in the text</li> </ul>

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<p>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).  <b>NJ SLS RL.5.9:</b> 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.</p> <p><b>NJ SLS RI.5. 1</b> Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>NJ SLS RI.5. 2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Students will be able to synthesize information from multiple sources. Students will be able to use media to answer questions and solve problems.</p> <p><b>NJ SLS RL.5.9</b>  Students will be able to compare and contrast stories in the same genre in terms of how they treat a similar theme or topic.</p> <p><b>NJ SLS RI.5. 1</b>  Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at.</p> <p><b>NJ SLS RI.5 .2</b>  Students will be able to determine two or more</p>	<p><b>NJ SLS RL.5.7</b></p> <ul style="list-style-type: none"> <li>• Students will be able to synthesize information from multiple sources</li> <li>• Students will be able to use media efficiently to answer questions and to solve problems</li> </ul> <p><b>NJ SLS RL.5.9</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find similarities and differences in themes and topics when reading stories of the same genre</li> <li>• Students will be able to connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)</li> <li>• Students will be able to identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)</li> </ul> <p><b>NJ SLS RI.5. 1</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Students will be able to make personal connections, make connections to other texts, and/or make global connections when relevant <ul style="list-style-type: none"> <li>• Student will be able to use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> </ul> </li> </ul> <p><b>NJ SLS RI.5 .2</b></p>

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<p><b>NJ SLS RF.5.3A:</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> <p><b>NJ SLS RF.5.4A, B, C:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>- Read grade-level text with purpose and understanding.</li> <li>- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>NJ SLS RF.5.3A</b> Students will be able to determine the meaning of most multisyllabic words by studying their roots and affixes. Students will be able to read multi-syllable words. Students will be able to 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.</p> <p><b>NJ SLS RF.5.4A, B, C</b> Students will be able to read stories and poems aloud clearly and at a steady pace. Students will be able to correct mistakes they make or reread for clarification when they read. Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Students will be able to use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>WRITING</b></p>	<ul style="list-style-type: none"> <li>• Student will be able to summarize the key points of a text</li> <li>• Student will be able to identify details to support the main idea</li> <li>• Student will be able to identify at least two main ideas in informational texts</li> <li>• Student will be able to explain how the author supports main ideas in informational text with key details</li> </ul> <p><b>NJ SLS RF.5.3A</b></p> <ul style="list-style-type: none"> <li>• Student will be able to identify specific strategies for decoding words in texts</li> <li>• Student will be able to apply the specific strategies for decoding and spelling multisyllabic words</li> </ul> <p><b>NJ SLS RF.5.4A, B, C</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use various strategies to understand text and read with purpose</li> <li>• Student will be able to accurately read grade-level poetry and prose aloud</li> <li>• Student will be able to use an appropriate rate and expression when reading aloud</li> <li>• Student will be able to use various strategies to support word recognition and understanding</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>WRITING</b> Primary Focus Standards: <b>NJ SLS W.5.3A, B, C, D, E:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>○ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>○ Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>○ Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>○ Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>○ Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p><b>NJ SLS W.5.4:</b> Produce clear and coherent writing in which the development and</p>	<p><b>NJ SLS W.5.3A, B, C, D, E</b> Students will be able to write narratives to develop real or imagined experiences or events. Students will be able to orient a reader by establishing a situation and introducing a narrator and/or character. Students will be able to organize a series of events that unfold naturally and logically. Students will be able to use narrative techniques, prove descriptive details, and structure evens sequences effectively. Students will be able to use narrative techniques such as dialogue, pacing, and description to develop experiences and events or show the responses of character to situations. Students will be able to use a variety of transition words, phrases, and clauses to manage the sequence of events. Students will be able to use specific vocabulary to communicate experiences and events.</p> <p><b>NJ SLS W.5.4</b> Students will be able to understand their task, purpose and audience when they write.</p>	<ul style="list-style-type: none"> <li>• Student will be able to reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul> <p><b>WRITING</b> <b>NJ SLS W.5.3A, B, C, D, E</b></p> <ul style="list-style-type: none"> <li>• Student will be able to compose a story hook to engage the reader</li> <li>• Student will be able to establish the story’s background or situation</li> <li>• Student will be able to introduce a narrator and/or characters</li> <li>• Student will be able to purposefully arrange events to make the story flow</li> <li>• Student will be able to use dialogue and description to develop experiences and events</li> <li>• Student will be able to show the responses of characters to situations, when appropriate</li> <li>• Student will be able to use a variety of transitional words and phrases to manage the sequence of events</li> <li>• Student will be able to use concrete words and phrases to relay story details</li> <li>• Student will be able to use sensory details to convey experiences and events precisely</li> <li>• Student will be able to provide a conclusion that follows from the narrated experiences or events</li> </ul> <p><b>NJ SLS W.5.4</b></p>

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<p>organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>NJ SLS W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJ SLS W.5.6</b> 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>NJ SLS W.5.9</b> Draw evidence from literary or</p>	<p>Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose.</p> <p><b>NJ SLS W.5.5</b> Students will understand writing as a process of planning, revising, editing, and rewriting. Students will be able to develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJ SLS W.5.6</b> Students will be to type a minimum of two pages in a single sitting. Students will be to use technology, including the internet, to interact and collaborate with others on the writing process.</p> <p><b>NJ SLS W.5.9</b></p>	<ul style="list-style-type: none"> <li>• Students will be able to produce writing that is clear and understandable to the reader</li> <li>• Students will be able to unpack writing tasks (type of writing assignment)</li> <li>• Students will be able to unpack writing purpose (the writer’s designated reason for writing)</li> <li>• Students will be able to focus the organization and development of a topic to reflect the task and purpose</li> </ul> <p><b>NJ SLS W.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to practice revising and editing skills</li> <li>• Students will be able to change word choice and sentence structure in writing to strengthen the piece</li> <li>• Students will be able to use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>• Students will be able to recognize spelling, grammar, and punctuation errors</li> <li>• Students will be able to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul> <p><b>NJ SLS W.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use digital tools to collaborate on written works</li> <li>• Students will be able to ask for guidance when appropriate</li> <li>• Students will be able to use technology for producing and publishing writing, and collaborating with others</li> <li>• Students will be able to demonstrate keyboarding skills</li> </ul>

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<p>informational texts to support analysis, reflection, and research.</p> <p><b>NJ SLS W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>SPEAKING &amp; LISTENING</b> Primary Focus Standards: <b>NJ SLS SL.5.1A, B, C, D:</b> Engage effectively in a</p>	<p>Students will be able to explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p> <p><b>NJ SLS W.5.10</b> Students will be able to design a work plan to appropriately match the task, purpose and audience for a piece of writing. Students will be able to design a work plan that includes time for research, reflection, and revision. Students will be able to write routinely over shorter time frames for a range of tasks, purposes and audiences. Students will be able to write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p><b>SPEAKING &amp; LISTENING</b> <b>NJ SLS SL.5.1A, B, C, D</b> Students will be able to effectively participate in</p>	<p><b>NJ SLS W.5.9</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use strategies for reading literary and informational text to investigate topics</li> <li>• Students will be able to refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>• Students will be able to explain how an author uses proof to support a point in informational text</li> <li>• Students will be able to prove each point with evidence from the text</li> <li>• Students will be able to combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul> <p><b>NJ SLS W.5.10</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce numerous pieces of writing over various time frames</li> <li>• Students will be able to develop skills in research</li> <li>• Students will be able to reflect on the choices made while writing</li> <li>• Students will be able to reflect on and revise writing</li> <li>• Students will be able to develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul> <p><b>SPEAKING &amp; LISTENING</b> <b>NJ SLS SL.5.1A, B, C, D</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use previous knowledge to</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>- Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <p><b>NJ SLS SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<p>one-on-one, group, and teacher-led discussions. Students will be able to discuss their own ideas clearly in a discussion  Students will be able to build on the ideas of others in a discussion.  Students will be able to prepare for discussions by reading and studying required materials beforehand.  Students will be able to refer to texts and other required materials as well as their own prior knowledge when discussing a topic.  Students will be able to follow established rules for class discussions.  Students will be able to participate in conversations by posing and responding to questions and contributing relevant comments.  Students will be able to paraphrase key ideas presented in a discussion or group activity.  Students will be able to draw conclusions based on information and knowledge shared in a discussion or group activity</p> <p><b>NJ SLS SL.5.2</b>  Students will be able to summarize a written text read aloud to me.  Students will be able to summarize information presented visually, such as a photograph or video.  Students will be able to summarize information presented orally, such as a speech or conversations.  Students will be able to summarize information presented in a graph, chart of similar format.</p>	<p>expand discussions about a topic</p> <ul style="list-style-type: none"> <li>• Students will be able to engage in conversations about grade-appropriate topics and texts</li> <li>• Students will be able to participate in a variety of rich, structured conversations</li> <li>• Students will be able to engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Students will be able to engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group</li> </ul> <p><b>NJ SLS SL.5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key points and supporting details of a text presented orally</li> <li>• Students will be able to summarize a written text read aloud or information presented in multiple formats</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>NJ SLS SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><b>LANGUAGE</b> Primary Focus Standards: <b>NJ SLS L.5.1A, D</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>- Recognize and correct inappropriate shifts in verb tense.</li> </ul>	<p><b>NJ SLS SL.5.4</b> Students will be able to report on a topic or text or present an opinion while keeping the ideas in logical order. Students will be able to report on a topic or text or present an opinion and use appropriate facts and relevant, descriptive details to support main ideas or themes. Students will be able to speak clearly and at an understandable pace when presenting.</p> <p><b>NJ SLS SL.5.6</b> Students will be able to adapt how they speak according to what is best for their purpose and audience Students will be able to use formal English when necessary.</p> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1A, D</b> Students will be able to explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>NJ SLS L.5.2C, E</b></p>	<p><b>NJ SLS SL.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>• Students will be able to present information orally and in coherent, spoken sentences</li> <li>• Students will be able to use an appropriate pace when presenting</li> <li>• Students will be able to present and logically support personal opinions</li> </ul> <p><b>NJ SLS SL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to speak for a variety of purposes</li> <li>• Students will be able to distinguish between formal and informal discourse</li> <li>• Students will be able to adapt speech to a variety of contexts and tasks</li> </ul> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1A, D</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to identify the tense of verbs</li> <li>• Students will be able to identify and correct inappropriate shifts in verb tense in writing</li> </ul>

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<p><b>NJ SLS L.5.2C, E</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>NJ SLS L.5.4A, C.</b> 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.</p> <p><b>NJ SLS L.5.5A, B, C</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Students will be able to outline comma rules for setting off the words <i>yes</i> and <i>no</i>, tag questions, and direct address. Students will be able to apply comma rules to set off the words <i>yes</i> and <i>no</i> in sentences. Students will be able to Apply comma rules to set off a tag question from the rest of the sentence. Students will be able to apply comma rules to indicate direct address. Students will be able to indicate a title by using the proper punctuation for the text. Students will be able to spell grade-appropriate words correctly. Students will be able to use references as needed to aid in spelling</p> <p><b>NJ SLS L.5.4A, C</b> Students will be able to determine the meaning of a word or phrase by examining context clues. Students will be able to use reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Students will be able to verify the definition of a word or phrase they are unsure of by studying the context or consulting a reference material.</p> <p><b>NJ SLS L.5.5A, B, C</b> Students will be able to define simile and metaphor. Students will be able to interpret figurative language, including similes and metaphors, in context.</p>	<p><b>NJ SLS L.5.2C, E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to outline comma rules for setting off the words <i>yes</i> and <i>no</i>, tag questions, and direct address</li> <li>• Students will be able to apply comma rules to set off the words <i>yes</i> and <i>no</i> in sentences</li> <li>• Students will be able to Apply comma rules to set off a tag question from the rest of the sentence</li> <li>• Students will be able to apply comma rules to indicate direct address</li> <li>• Students will be able to indicate a title by using the proper punctuation for the text</li> <li>• Students will be able to spell grade-appropriate words correctly</li> <li>• Students will be able to use references as needed to aid in spelling</li> </ul> <p><b>NJ SLS L.5.4A, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to decipher the meanings of words and phrases by using sentence context</li> <li>• Students will be able to identify the purpose and use of glossaries and dictionaries</li> <li>• Students will be able to determine the structure of glossaries and dictionaries</li> <li>• Students will be able to use both print and digital glossaries and dictionaries to define and clarify words</li> </ul> <p><b>NJ SLS L.5.5A, B, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify similes and metaphors in text</li> <li>• Students will be able to infer the meaning of simple</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>NJ SLS L.5.6</b> 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>Students will be able to explain the meanings of common idioms, adages, and proverbs.</p> <p>Students will be able to recognize and explain the meaning of synonyms, antonyms, and homographs.</p> <p><b>NJ SLS C L.5.6</b></p> <p>Students will be able to learn and use vocabulary words that signal contrast.</p> <p>Students will be able to learn and use vocabulary words that signal addition.</p> <p>Students will be able to learn and use vocabulary words that signal logical relationships.</p> <p>Students will be able to learn and use transitional language to signal contrast, addition, and logical relationships.</p>	<p>similes and metaphors</p> <ul style="list-style-type: none"> <li>• Students will be able to identify idioms, adages, and proverbs in text</li> <li>• Students will be able to explain the meaning of common idioms, adages, and proverbs</li> <li>• Students will be able to determine synonyms and antonyms of words to show meaning</li> <li>• Students will be able to identify and explain the difference in meanings in related words, like homographs</li> </ul> <p><b>NJ SLS L.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use 5th grade vocabulary fluently when discussing academic or domain specific topics</li> <li>• Students will be able to choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Students will be able to choose the most accurate word when discussing a particular topic</li> <li>• Students will be able to use knowledge of conjunctions to broaden vocabulary</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><b>Reading</b></p> <p><a href="#">PARCC Evidence Tables</a></p> <p><a href="#">Point of View Video</a></p> <p><a href="#">Main Idea Practice</a></p> <p><a href="#">Inference Practice</a></p> <p><a href="#">Read Aloud Strategy</a></p>	<ul style="list-style-type: none"> <li>• Common Summative Assessment Unit 3</li> <li>• Words Their Way or Word Wisdom assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Book Talk</a> – At the end of the unit, students will be asked to formally talk about a book they have recently finished.</li> <li>• <a href="#">Reading and Writing Conferences</a></li> </ul>	<ul style="list-style-type: none"> <li>• The Literary Essay (Calkins’ The Literary Essay: Writing About Fiction)</li> <li>• Text based questions weekly</li> <li>• Annotating texts weekly</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><a href="#">Circle Plot Diagram</a>  <a href="#">Fluency packet</a>  <a href="#">Reading conferences</a></p> <p><b>Writing/Language</b>  <a href="#">Brainstorm Before Writing</a>  <a href="#">Conferencing Video</a>  <a href="#">Compare/Contrast Map</a>  <a href="#">Essay Map</a>  <a href="#">Implementing the Writing Process</a>  <a href="#">Mini Lessons</a>  <a href="#">Writing Samples</a>  <a href="#">Spelling practice</a>  <a href="#">Various ELA Practices</a>  <a href="#">Word Relationships</a>  <a href="#">Grammar Practice</a>  <a href="#">More Grammar Practice</a>  <a href="#">Flocabulary</a>  <a href="#">Context Clues</a></p> <p><b>Speaking &amp; Listening</b>  <a href="#">Notes for Discussions Video</a>  <a href="#">Text Talk Time</a>  <a href="#">Literature Circles</a>  <a href="#">Speaking and Listening Rubric</a>  <a href="#">In Character Presentation</a>  <a href="#">Crafting a Persuasive Speech</a>  <a href="#">New Report</a></p> <p><b>Critical Thinking</b>  <a href="#">Current Event Articles</a>  <a href="#">Smithsonian</a>  <a href="#">TweenTribune</a>  <a href="#">Newsela</a>  <a href="#">Whole Brain Teaching Video</a></p>	<ul style="list-style-type: none"> <li>• Schoolwide Fiction Unit Assessment</li> <li>• Fountas and Pinnell Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration and discussions – see <a href="#">rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>• Words Their Way/Word Wisdom menus biweekly</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<a href="#">Critical Thinking Lesson Plans</a>			

Possible Assessment Modifications /Accommodations			
<b>Special Education:</b> <ul style="list-style-type: none"> <li>· More time on assessments</li> <li>· Follow up questions to expand on responses</li> <li>· Small group testing</li> <li>· Graphic organizers provided for writing tasks</li> </ul>	<b>English Language Learners:</b> <ul style="list-style-type: none"> <li>· Oral testing</li> <li>· Have student read assessment out loud to you</li> <li>· Scaffold test questions</li> </ul>	<b>At-Risk:</b> <ul style="list-style-type: none"> <li>· Have students verbally summarize question or task before completing</li> </ul>	<b>Gifted:</b> <ul style="list-style-type: none"> <li>· Allow students to complete extension activity that goes beyond the assessment</li> </ul>

Instructional Strategies
<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Close reading</li> <li>• Conferencing/Individualized instruction</li> <li>• Cooperative learning</li> <li>• Effective, higher-level questioning</li> <li>• Text based questions</li> <li>• Learning stations</li> <li>• Read-alouds</li> <li>• Accountable talk</li> <li>• Flexible/strategic grouping</li> <li>• Direct instruction during mini-lessons</li> <li>• Shared writing</li> <li>• Peer teaching/collaboration</li> </ul>

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education: <ul style="list-style-type: none"> <li>Model expectations for notes/activity</li> <li>Use of graphic organizers</li> <li>Read information orally</li> </ul>	English Language Learners: <ul style="list-style-type: none"> <li>Use manipulatives</li> <li>Have students clarify/summarize directions</li> </ul>	At-Risk: <ul style="list-style-type: none"> <li>Fountas and Pinnell LLI Program</li> </ul>	Gifted: <ul style="list-style-type: none"> <li>Invite students to explore different points of view on a topic of study and compare the two.</li> </ul>

Unit Vocabulary
Essential: analyze, audience, author’s message, big idea, characters, chronologically, close reading, comparison, conference, conflict, critical, demonstrate, engage, envision, examine, external, fairy tale, fiction, genre, hero, historical, historical fiction, internal, magical element, mentor, mini-lesson, mood, narrative, navigating, parenthetical phrases, play, plot, point of view, purpose, realistic, reflect, resolution, resolved, respond, setting, strategies, structure, symbols, theme, tone, transitions, transitional phrases, textual evidence, inference, explicit, summarize, reflect, figurative language, literal language, simile, metaphor, onomatopoeia, synonyms, antonyms, stanza, chapter, scene, culture, perspective, free verse, multimedia, tone, genre, traditional, contemporary, mysteries, adventures, turning point, story arc, elaborate, tension, revision, metaphorical images, sensor details/precise details, internal/external conflict, synthesize, direct quote, paraphrase, thesis, claim, introduction, conclusion, similarities

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
Career Ready Practices <b>CRP1</b> Act a responsible and contributing citizen and employee. <b>CRP2</b> Apply academic and technical skills. <b>CRP4</b> Communicate and clearly and effectively and with reason. <b>CRP6</b> Demonstrate creativity and innovation. 21 <sup>st</sup> Century Life and Careers:	Technology:  Google Docs-A-Teacher to student feedback  Laptops-A-Teacher to student feedback  Promethean Board-S-Notetaking  iPads-A-Student vocabulary games and applications	Global Awareness: <ul style="list-style-type: none"> <li>Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li>Use deductive reasoning appropriately to analyze literature</li> <li>Effectively analyze literature and evaluate textual evidence to support analysis</li> <li>Synthesize and make connections (text to self, text to text, text to world)</li> <li>Interpret information and draw conclusions</li> </ul> Communication and Collaboration <ul style="list-style-type: none"> <li>Use communications skills to analyze texts and present information</li> </ul>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
			<ul style="list-style-type: none"> <li>• Demonstrate ability to work effectively and respectfully with diverse teams</li> <li>• Collaborate with others on a wide range of topics and areas</li> </ul> <p>Life and Career Skills</p> <ul style="list-style-type: none"> <li>• Utilize time and manage workload efficiently</li> <li>• Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise</li> </ul> <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> <li>• Respond open-mindedly to different values and skills.</li> <li>• Know when it is appropriate when to listen and when to speak (Socratic Seminar)</li> </ul>

## Resources

- **Texts/Materials:**

Paired text: Excerpt from *Tuck Everlasting* by Natalie Babbitt and nonfiction text about the search for the Fountain of Youth and *Eleven* by Sandra Cisneros

Paired text: “Buttercups and Daisies” poem by Mary Howitt and *Nature’s Violet Children* by Elen Robena Field

Paired text: Excerpt from *Esperanza Rising* by Pam Munoz Ryan and Excerpt from *Jessie De La Cruz: A Profile of a United Farm Worker* by Gary Soto

Paired text: Newsela article: “Streets Paved with Gold: History of Immigration” and *When Jessie Came Across the Ocean* (mentor text from Launching Unit)

Paired text: *Where the Red Fern Grows* excerpt by Wilson Rawls and “Lighthouse Lamp” poem by Margaret E. Sangster

Schoolwide Mentor Texts:

*Birthday Surprises: Ten Great Stories to Unwrap* by Johanna Hurwitz

*The Can Man* by Laura E. Williams

*Hewitt Anderson’s Great Big Life* by Jerdine Nolen

*Journey* by Patricia MacLachlan

*Peppe the Lamplighter* by Elisa Bartone

*The Raft* by Jim LaMarche

“Coming to America” by Ed Combs

“Seeking a Hidden Hive” by Jocelyn Rish from *Highlights*

“Yao Bai and the Egg Pirates” by Tim Myers from *CRICKET Magazine*

- **Materials:**

chart paper

graphic organizers

**Unit 4: Tackling Complexity****Recommended Duration: 8 weeks****Unit Description** - In this unit the focus will be as follows:

**Reading:** One of the goals of this unit is to teach students to build knowledge through reading a variety of texts, discuss them from multiple stances, and write from various sources. Although the content of the unit involves text with social studies content, the focus is not to memorize facts, but to sort through information from the past and the present, and analyze their own and others' perspectives to deeply comprehend the big ideas offered in the complex texts. The lessons in this unit allow students to immerse themselves in what they are learning while enhancing critical comprehension skills and developing an interpretive voice through their writing and speaking.

**Writing Craft: Opinion/Argumentative Writing** - In this journalism unit, students will write opinion pieces. They will draft quickly, revise purposefully, and write from positions of thoughtful observations using a variety of texts, as they relate to the world around them. The unit asks students to write news reports that focus on who, what, where, and when with a sense of drama. Throughout the unit, students will research an issue in our modern society in order to form an opinion on that issue. At the end of the unit, students will be able to construct an opinion piece of writing that builds a strong argument by supporting their claim with reliable evidence and include evidence supporting the opposing viewpoint and then offering a rebuttal. Students will routinely write throughout the unit. Language standards are embedded within the writing process.

**Speaking and Listening:** Throughout this unit, students will debate individually and in small groups. They will be asked to routinely present to small groups and to the whole class.

**Essential Questions****Enduring Understandings**

- How do readers monitor and deepen their comprehension?
- How do readers support their opinion on a text?
- What strategies to readers use when reading multiple texts on the same topic or subject?
- How does a reader know an author's viewpoint on a topic or subject?
- How do writers develop an argument?
- How does a writer decide what to change in their writing?

- Good readers use comprehension strategies before, during, and after reading to monitor and deepen comprehension.
- Good readers use textual evidence to support thinking about reading.
- Good readers synthesize information across texts and in various formats.
- Good readers infer an author's purpose or viewpoint by looking for clues like author's word choice.
- Good writers use facts to develop important points.
- Opinion writers build a strong argument by supporting their claim with reliable evidence and include evidence supporting the opposing viewpoint and then offering a rebuttal.
- Researchers gather and critique information from different sources and for specific purposes.
- Good writers great a sense of drama with adding precise details and thoughtful observation of who, what, where, how, and when to a piece

- of writing.
- Good writers edit their piece of writing purposefully.

Relevant Standards	Learning Goals	Learning Objectives
<p><b>READING</b> Primary Focus Standards: <b>NJ SLS RL.5.1</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>NJ SLS RL.5.2</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p><b>NJ SLS RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><b>READING</b> <b>NJ SLS RL.5.1</b> Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at.</p> <p><b>NJ SLS RL.5.2</b> Students will be able to determine the theme of a text and locate particular details that convey the theme.</p> <p><b>NJ SLS RL.5.4</b> Students will be able to determine the meanings of words and phrases as they are used in a text. Students will be able to define simile and metaphor.</p>	<p><b>READING</b> <b>NJ SLS RL.5.1</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Students will be able to make personal connections, make connections to other texts and/or make global connections when relevant.</li> <li>• Students will be able to use quotes or references from a text when explaining with the text says explicitly and/or when explaining inferences drawn from the text</li> </ul> <p><b>NJ SLS RL.5.2</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the key details in a text</li> <li>• Students will be able to analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Students will be able to identify the theme of the text</li> <li>• Students will be able to determine central message or theme</li> </ul> <p><b>NJ SLS RL.5.4</b> Students will be able to demonstrate the ability to determine the meaning of words and phrases as they</p>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>NJ SLS RL.5.6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><b>NJ SLS RL.5.10</b> 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.</p>	<p>Students will be able to determine what similes and metaphors mean as they are used in a text.</p> <p><b>NJ SLS RL.5.5</b> Students will be able to describe the overall structure of a novel by explaining how the chapters unfold. Students will be able to describe the overall structure of a poem by explaining how the stanzas unfold. Students will be able to describe the overall structure of a drama by explaining how the scenes unfold.</p> <p><b>NJ SLS RL.5.6</b> Students will be able to describe the point of view of the narrator or speaker in a text. Students will be able to explain how the point of view of the narrator or speaker in a text influences how events are described.</p> <p><b>NJ SLS RL.5.10</b> Students will be able to explain which portions of a text they understand and which portions they don’t. Students will be able to list questions they have about a text and ask for help in order to understand portions of a text that are too difficult for them Students will be able to use various reading and note-taking strategies that will help them locate portions of a text that are difficult for them.</p>	<p>are used in a text (e.g., figurative, academic, domain-specific)</p> <ul style="list-style-type: none"> <li>• Students will be able to identify metaphors and similes</li> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> </ul> <p><b>NJ SLS RL.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc.)</li> <li>• Students will be able to explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text</li> </ul> <p><b>NJ SLS RL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the narrator’s point of view</li> <li>• Students will be able to explain how the point of view impacts the events in the text</li> </ul> <p><b>NJ SLS RL.5.10</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year</li> <li>• Students will be able to develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS RF.5.3A</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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.</p> <p><b>NJ SLS RF.5.4A, B, C</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>NJ SLS RI.5.1</b> Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><b>NJ SLS RF.5.3A</b> Students will be able to determine the meaning of most multisyllabic words by studying their roots and affixes. Students will be able to read multi-syllable words. Students will be able to 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.</p> <p><b>NJ SLS RF.5.4A, B, C</b> Students will be able to read stories and poems aloud clearly and at a steady pace. Students will be able to correct mistakes they make or reread for clarification when they read. Students will be able to read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Students will be able to use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>NJ SLS RI.5. 1</b> Students will be able to quote accurately from the text to explain what the text explicitly states and what the text implies or hints at.</p>	<ul style="list-style-type: none"> <li>• Students will be able to read texts with scaffolding as needed</li> </ul> <p><b>NJ SLS RF.5.3A</b></p> <ul style="list-style-type: none"> <li>• Student will be able to identify specific strategies for decoding words in texts</li> <li>• Student will be able to apply the specific strategies for decoding and spelling multisyllabic words</li> </ul> <p><b>NJ SLS RF.5.4A, B, C</b></p> <ul style="list-style-type: none"> <li>• Student will be able to use various strategies to understand text and read with purpose</li> <li>• Student will be able to accurately read grade-level poetry and prose aloud</li> <li>• Student will be able to use an appropriate rate and expression when reading aloud</li> <li>• Student will be able to use various strategies to support word recognition and understanding</li> <li>• Student will be able to reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul> <p><b>NJ SLS RI.5. 1</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Students will be able to make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Student will be able to use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>NJ SLS RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p><b>NJ SLS RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p><b>NJ SLS RI.5.2</b> Students will be able to determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>NJ SLS RI.5.4</b> Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific). Students will be able to identify metaphors and similes. Students will be able to analyze similes and metaphors in text and how it impacts the reader.</p> <p><b>NJ SLS RI.5.5</b> Students will be able to describe the characteristics of text structures such as chronology, comparison, cause/effect, and problem/solution. Students will be able to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p>	<p>from the text</p> <p><b>NJ SLS RI.5.2</b></p> <ul style="list-style-type: none"> <li>• Student will be able to summarize the key points of a text</li> <li>• Student will be able to identify details to support the main idea</li> <li>• Student will be able to identify at least two main ideas in informational texts</li> <li>• Student will be able to explain how the author supports main ideas in informational text with key details</li> </ul> <p><b>NJ SLS RI.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Students will be able to identify metaphors and similes</li> <li>• Students will be able to analyze similes and metaphors in text and how it impacts the reader</li> </ul> <p><b>NJ SLS RI.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to find the similarities and differences in the structure of two or more texts <ul style="list-style-type: none"> <li>• Students will be able to determine the impact of the structure on text meaning</li> </ul> </li> </ul> <p><b>NJ SLS RI.5.6</b></p>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>NJ SLS RI.5.10</b> By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p><b>WRITING</b> Primary Focus Standards: <b>NJ SLS W.5.1A, B, C, D, E</b> Write argumentative/opinion pieces on topics and texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Provide logically ordered reasons that are supported by facts and</li> </ul>	<p><b>NJ SLS RI.5.6</b> Students will be able to define point of view. Students will be able to analyze multiple versions of the same event or topic and locate important similarities and differences in the point of view they represent.</p> <p><b>NJ SLS RI.5.10</b> Students will be able to explain which portions of a text they understand and which portions they don’t. Students will be able to list questions they have about a text and ask for help in order to understand portions of a text that are too difficult for them. Students will be able to use various reading and note-taking strategies that will help them locate portions of a text that are difficult for them.</p> <p><b>WRITING</b> <b>NJ SLS W.5.1A, B, C, D, E</b> Students will be able to write argumentative/opinion pieces on topics and texts, supporting a point of view with reasons and information. Students will be able to 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. Students will be able to incorporate formatting, graphics, and multimedia into their written pieces if necessary.</p>	<ul style="list-style-type: none"> <li>• Students will be able to discuss the similarities and differences unique to the various perspectives presented in text <ul style="list-style-type: none"> <li>• Students will be able to give descriptions about how the information is presented for each perspective</li> </ul> </li> </ul> <p><b>NJ SLS RI.5.10</b></p> <ul style="list-style-type: none"> <li>• Students will be able to read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year <ul style="list-style-type: none"> <li>• Students will be able to develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts</li> <li>• Students will be able to read texts with scaffolding as needed</li> </ul> </li> </ul> <p><b>WRITING</b> <b>NJ SLS W.5.1A, B, C, D, E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to write argumentative/opinion pieces on topics and texts, supporting a point of view with reasons and information.</li> <li>• Students will be able to 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.</li> <li>• Students will be able to incorporate formatting, graphics, and multimedia into their written pieces if necessary.</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>details from text(s), quote directly from text when appropriate</p> <p>C. Link opinion and reason using words, phrases, and clauses (eg., consequently, specifically)</p> <p>D. Provide a conclusion related to the opinion presented</p> <p><b>NJ SLS W.5.4</b> 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.)</p> <p><b>NJ SLS W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJ SLS W.5.6</b> 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; demonstrate sufficient command</p>	<p>Students will be able to provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>Students will be able to provide a conclusion related to the opinion presented.</p> <p><b>NJ SLS W.5.4</b> Students will be able to understand their task, purpose and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose.</p> <p><b>NJ SLS W.5.5</b> Students will understand writing as a process of planning, revising, editing, and rewriting. Students will be able to develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>NJ SLS W.5.6</b> Students will be to type a minimum of two pages in a single sitting. Students will be to use technology, including the</p>	<ul style="list-style-type: none"> <li>• Students will be able to provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</li> <li>• Students will be able to provide a conclusion related to the opinion presented.</li> </ul> <p><b>NJ SLS W.5.4</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce writing that is clear and understandable to the reader</li> <li>• Students will be able to unpack writing tasks (type of writing assignment) <ul style="list-style-type: none"> <li>• Students will be able to unpack writing purpose (the writer’s designated reason for writing)</li> </ul> </li> <li>• Students will be able to focus the organization and development of a topic to reflect the task and purpose</li> </ul> <p><b>NJ SLS W.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to practice revising and editing skills <ul style="list-style-type: none"> <li>• Students will be able to change word choice and sentence structure in writing to strengthen the piece</li> <li>• Students will be able to use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>• Students will be able to recognize spelling, grammar, and punctuation errors</li> <li>• Students will be able to employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul> </li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>NJ SLS W.5.10</b> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>NJ SLS W.5.8</b> 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.</p>	<p>internet, to interact and collaborate with others on the writing process.</p> <p><b>NJ SLS W.5.10</b> Students will be able to design a work plan to appropriately match the task, purpose and audience for a piece of writing. Students will be able to design a work plan that includes time for research, reflection, and revision. Students will be able to write routinely over shorter time frames for a range of tasks, purposes and audiences. Students will be able to write routinely over extended time frames for a range of tasks, purposes and audiences.</p> <p><b>NJ SLS W.5.8</b> Students will be able to gather relevant information from print and digital sources. Students will be able to understand their task, purpose and audience when they write. Students will be able to match the development, organization, and style of their writing to their task, audience, and purpose. Summarize or paraphrase information in notes and in finished drafts, providing a list of sources used. Students will be able to understand their task,</p>	<p><b>NJ SLS W.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use digital tools to collaborate on written works</li> <li>• Students will be able to ask for guidance when appropriate</li> <li>• Students will be able to use technology for producing and publishing writing, and collaborating with others</li> <li>• Students will be able to demonstrate keyboarding skills</li> </ul> <p><b>NJ SLS W.5.10</b></p> <ul style="list-style-type: none"> <li>• Students will be able to produce numerous pieces of writing over various time frames</li> <li>• Students will be able to develop skills in research</li> <li>• Students will be able to reflect on the choices made while writing</li> <li>• Students will be able to reflect on and revise writing</li> <li>• Students will be able to develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul> <p><b>NJ SLS W.5.8</b></p> <ul style="list-style-type: none"> <li>• Students will be able to locate information from print and digital sources</li> <li>• Students will be able to integrate information from personal experiences</li> <li>• Students will be able to Include a list of sources used</li> <li>• Students will be able to take notes on information gathered from the sources to support the topic</li> <li>• Students will be able to synthesize information to avoid plagiarism</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>SPEAKING &amp; LISTENING</b>            Primary Focus Standards:  <b>NJ SLS SL.5.1A, B, C, D</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><b>NJ SLS SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>purpose and audience when they write.</p> <p><b>SPEAKING &amp; LISTENING</b>  <b>NJ SLS SL.5.1A, B, C, D</b>            Students will be able to effectively participate in one-on-one, group, and teacher-led discussions. Students will be able to discuss their own ideas clearly in a discussion            Students will be able to build on the ideas of others in a discussion.            Students will be able to prepare for discussions by reading and studying required materials beforehand.            Students will be able to refer to texts and other required materials as well as their own prior knowledge when discussing a topic.            Students will be able to follow established rules for class discussions.            Students will be able to participate in conversations by posing and responding to questions and contributing relevant comments.            Students will be able to paraphrase key ideas presented in a discussion or group activity.            Students will be able to draw conclusions based on information and knowledge shared in a discussion or group activity</p> <p><b>NJ SLS SL.5.5</b>            Students will be able to include multimedia and visual components with their presentations.            Students will be able to enhance presentations by incorporating multimedia and visual components.</p>	<ul style="list-style-type: none"> <li>• Students will be able to organize information into categories</li> </ul> <p><b>SPEAKING &amp; LISTENING</b>  <b>NJ SLS SL.5.1A, B, C, D</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use previous knowledge to expand discussions about a topic</li> <li>• Students will be able to engage in conversations about grade-appropriate topics and texts</li> <li>• Students will be able to participate in a variety of rich, structured conversations</li> <li>• Students will be able to engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>• Students will be able to engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group</li> </ul> <p><b>NJ SLS SL.5.5</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify main ideas and</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>NJ SLS SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p><b>LANGUAGE</b> Primary Focus Standards: <b>NJ SLS L.5.1A, B, C, D</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>B. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>C. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>D. Recognize and correct inappropriate shifts in verb tense.</li> </ul> <p><b>NJ SLS L.5.2 D,E</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>NJ SLS SL.5.6</b> Students will be able to adapt how they speak according to what is best for their purpose and audience Students will be able to use formal English when necessary.</p> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1A, B, C, D</b> Students will be able to explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Students will be able to recognize and correct inappropriate shifts in verb tenses.</p> <p><b>NJ SLS L.5.2 D,E</b> Students will be able to indicate a title by using the proper punctuation for the text Students will be able to explain the different types of punctuation used to indicate title and why Students will be able to spell grade-appropriate</p>	<p>themes of a presentation</p> <ul style="list-style-type: none"> <li>• Students will be able to combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes</li> </ul> <p><b>NJ SLS SL.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to speak for a variety of purposes</li> <li>• Students will be able to distinguish between formal and informal discourse</li> <li>• Students will be able to adapt speech to a variety of contexts and tasks</li> </ul> <p><b>LANGUAGE</b> <b>NJ SLS L.5.1A, B, C, D</b></p> <ul style="list-style-type: none"> <li>• Students will be able to define conjunctions, prepositions, and interjections</li> <li>• Students will be able to identify conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to explain the purpose of conjunctions, prepositions, and interjections in sentences</li> <li>• Students will be able to define correlative conjunctions and explain the purpose</li> <li>• Students will be able to use correlative conjunctions appropriately when writing or speaking</li> </ul> <p><b>NJ SLS L.5.2 D,E</b></p> <ul style="list-style-type: none"> <li>• Students will be able to indicate a title by using the proper punctuation for the text</li> <li>• Students will be able to explain the different types of punctuation used to indicate title and why</li> <li>• Students will be able to spell grade-appropriate</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
<p>Spell grade-appropriate words correctly, consulting references as needed.</p> <p><b>NJ SLS L.5.4A, B, C</b> 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). 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.</p> <p><b>NJ SLS L.5.6</b> 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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>words correctly Students will be able to use references as needed to aid in spelling</p> <p><b>NJ SLS L.5.4A, B, C</b> Students will be able to decipher the meanings of words and phrases by using sentence context Students will be able to determine the meaning of commonly used prefixes and suffixes Students will be able to separate a base word from the prefix or suffix Students will be able to use the definition of known prefixes and suffixes to define new words Students will be able to identify root words in unknown words Students will be able to use known root words to aid in defining unknown words Students will be able to identify the purpose and use of glossaries and dictionaries Students will be able to determine the structure of glossaries and dictionaries Students will be able to use both print and digital glossaries and dictionaries to define and clarify words</p> <p><b>NJ SLS C L.5.6</b> Students will be able to learn and use vocabulary words that signal contrast. Students will be able to learn and use vocabulary words that signal addition. Students will be able to learn and use vocabulary</p>	<p>words correctly</p> <ul style="list-style-type: none"> <li>• Students will be able to use references as needed to aid in spelling</li> </ul> <p><b>NJ SLS L.5.4A, B, C</b></p> <ul style="list-style-type: none"> <li>• Students will be able to decipher the meanings of words and phrases by using sentence context</li> <li>• Students will be able to determine the meaning of commonly used prefixes and suffixes</li> <li>• Students will be able to separate a base word from the prefix or suffix</li> <li>• Students will be able to use the definition of known prefixes and suffixes to define new words</li> <li>• Students will be able to identify root words in unknown words</li> <li>• Students will be able to use known root words to aid in defining unknown words</li> <li>• Students will be able to identify the purpose and use of glossaries and dictionaries</li> <li>• Students will be able to determine the structure of glossaries and dictionaries</li> <li>• Students will be able to use both print and digital glossaries and dictionaries to define and clarify words</li> </ul> <p><b>NJ SLS L.5.6</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use 5th grade vocabulary fluently when discussing academic or domain specific topics</li> </ul>

Relevant Standards	Learning Goals	Learning Objectives
	<p>words that signal logical relationships.</p> <p>Students will be able to learn and use transitional language to signal contrast, addition, and logical relationships.</p>	<ul style="list-style-type: none"> <li>• Students will be able to choose the most accurate word when describing contrast, addition, or other relationships</li> <li>• Students will be able to choose the most accurate word when discussing a particular topic</li> <li>• Students will be able to use knowledge of conjunctions to broaden vocabulary</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><b>Reading</b></p> <p><a href="#">PARCC Evidence Tables</a></p> <p><a href="#">Point of View Video</a></p> <p><a href="#">Main Idea Practice</a></p> <p><a href="#">Inference Practice</a></p> <p><a href="#">Read Aloud Strategy</a></p> <p><a href="#">Circle Plot Diagram</a></p> <p><a href="#">Fluency packet</a></p> <p><a href="#">Reading conferences</a></p> <p><b>Writing/Language</b></p> <p><a href="#">Brainstorm Before Writing</a></p> <p><a href="#">Conferencing Video</a></p> <p><a href="#">Compare/Contrast Map</a></p> <p><a href="#">Essay Map</a></p> <p><a href="#">Implementing the Writing Process</a></p> <p><a href="#">Mini Lessons</a></p> <p><a href="#">Writing Samples</a></p> <p><a href="#">Spelling practice</a></p> <p><a href="#">Various ELA Practices</a></p> <p><a href="#">Word Relationships</a></p>	<ul style="list-style-type: none"> <li>• Common Summative Assessment Unit 4</li> <li>• Words Their Way assessments</li> <li>• Monthly Fluency assessments</li> <li>• Schoolwide Social Studies Content Literacy Unit assessment</li> <li>• Fountas and Pinnell’s Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Students will self-select a “just right” book during independent reading time.</li> <li>• <a href="#">Reading and Writing Conferences</a></li> <li>• Collaboration and discussions – see <a href="#">rubric</a></li> <li>• <a href="#">Book Talk</a> – At the end of the unit, students will be asked to formally talk about a book they have recently finished.</li> </ul>	<ul style="list-style-type: none"> <li>• Text based questions weekly</li> <li>• Annotating texts weekly</li> <li>• Words Their Way/Word Wisdom menus biweekly</li> <li>• Calkins Opinion Piece – Chocolate Milk</li> <li>• Calkins Opinion Piece – Modern Issue</li> </ul>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><a href="#">Grammar Practice</a>  <a href="#">More Grammar Practice</a>  <a href="#">Flocabulary</a>  <a href="#">Context Clues</a></p> <p><b>Speaking &amp; Listening</b>  <a href="#">Notes for Discussions Video</a>  <a href="#">Text Talk Time</a>  <a href="#">Literature Circles</a>  <a href="#">Speaking and Listening Rubric</a>  <a href="#">In Character Presentation</a>  <a href="#">Crafting a Persuasive Speech</a>  <a href="#">New Report</a></p> <p><b>Critical Thinking</b>  <a href="#">Current Event Articles</a>  <a href="#">Smithsonian</a>  <a href="#">TweenTribune</a>  <a href="#">Newsela</a>  <a href="#">Whole Brain Teaching Video</a>  <a href="#">Critical Thinking Lesson Plans</a></p>			

Possible Assessment Modifications /Accommodations			
<p>Special Education:</p> <ul style="list-style-type: none"> <li>· Oral testing</li> <li>· More time on assessments</li> <li>· Have students annotate/highlight as teacher reads aloud</li> </ul>	<p>English Language Learners:</p> <ul style="list-style-type: none"> <li>· Have students read test aloud to teacher</li> <li>· Student clarifies what the task is asking before completing</li> </ul>	<p>At-Risk:</p> <ul style="list-style-type: none"> <li>· Have students refer to a checklist/rubric to independently self-assess before turning in assessments</li> </ul>	<p>Gifted:</p> <ul style="list-style-type: none"> <li>· Have student research and investigate a problem discussed within the unit/assessment to deepen understanding about how it works and connects to the world</li> </ul>

## Instructional Strategies

- Debate
- Modeling
- Close reading
- Jigsaw
- Conferencing/Individualized instruction
- Cooperative learning
- Student self-assessment
- Effective, higher-level questioning
- Text based questions
- Learning stations
- Read-alouds
- Accountable talk
- Flexible/strategic grouping
- Direct instruction during mini-lessons
- Shared writing
- Peer teaching/collaboration

## Possible Instructional Modifications /Accommodations/Differentiation

### Special Education:

- Repeated directions
- Small group mini-lessons for review
- Additional time for assignments
- Study guide before assessments

### English Language Learners:

- Extra visual cues
- Encourage asking a peer questions

### At-Risk:

- Fountas and Pinnell LLI Program
- Small group mini-lessons for review

### Gifted:

- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment.

## Unit Vocabulary

Accurate, address, analogy, analyze/analysis, anecdote, angle, argument, aspect, body, categories, cite, claim, clarification, comparison, components, conclusion, conflict, contrast, convey, convince, criteria, critical, criticism/critique, descriptive, determine, documentation, drama, elaborate, elements engaging, essential question, evaluate, evidence, exaggeration, examine, examples, expertise, explain, express, extend, feedback, focus, format, formulate, generate, genre, graphics, identify, image, impact, impression, infer/inference, influence, inform, Internet site, interpret, introduction, irony, issue, journalism, justify, mentor text, message, monitor, news article, opinion, organization, paraphrase, perception, perspective, persuade/persuasive, point of view, position, primary source, reactions, reflections, relevant, reliable, repetition, research, resources, revision, rhetorical question, rubric, secondary source, sources, specific, stereotype, strategy, structure, subheadings, summarize, support, supporting evidence, supporting details, synthesize, text feature, textual evidence, thesis, time line, tone, transition words, turn and talk, URL, valid, viewpoint, visualize

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
<p>Career Ready Practices  <b>CRP1</b> Act a responsible and contributing citizen and employee.  <b>CRP2</b> Apply academic and technical skills.  <b>CRP4</b> Communicate and clearly and effectively and with reason.  <b>CRP6</b> Demonstrate creativity and innovation.                      21<sup>st</sup> Century Life and Careers:</p>	<p>Technology:</p> <p>Google Docs-A-Teacher to student feedback</p> <p>Laptops-A-Teacher to student feedback</p> <p>Promethean Board-S-Notetaking</p> <p>iPads-A-Student vocabulary games and applications</p>	<p>Global Awareness:</p> <ul style="list-style-type: none"> <li>• Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.</li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li>• Use deductive reasoning appropriately to analyze literature</li> <li>• Effectively analyze literature and evaluate textual evidence to support analysis</li> <li>• Synthesize and make connections (text to self, text to text, text to world)</li> <li>• Interpret information and draw conclusions</li> </ul> <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <li>• Use communications skills to analyze texts and present information</li> <li>• Demonstrate ability to work effectively and respectfully with diverse teams</li> <li>• Collaborate with others on a wide range of topics and areas</li> </ul> <p>Life and Career Skills</p>

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes	21 <sup>st</sup> Century Skills
			<ul style="list-style-type: none"> <li>• Utilize time and manage workload efficiently</li> <li>• Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise</li> </ul> Social and Cross-Cultural Skills <ul style="list-style-type: none"> <li>• Respond open-mindedly to different values and skills.</li> <li>• Know when it is appropriate when to listen and when to speak (Socratic Seminar)</li> </ul>

**Resources**

**Texts/Materials:**

“Oranges” poem by Gary Soto  
*Ode to Family Photographs* poem by Gary Soto

Schoolwide Mentor Texts:

- The Revolutionary War*
- Let It Begin Here! Lexington & Concord*
- Independent Dames What You Never Knew About the Women*
- Split History of the American Revolution*
- Scarlet Stocking Spy*
- Crossing: How George Washington Saved the American Revolution*
- Imagine a Place*
- Mirror to Nature*
- Poetry for Young People*
- Swimming Upstream: Middle School Poems*
- The Place My Words are Looking for*

**Resources**

Historical Fiction Texts:

*Number the Star* by Lois Lowry

*Inside Out and Back Again* by Thanhha Lai

*Once* by Morris Gleitzman

*The War that Saved My Life* by Kimberly Brubaker Bradley

*Esperanza Rising* by Pam Munoz Ryan

*A Long Walk to Water* by Linda Sue Park

**Materials:**

chart paper

graphic organizers