

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Accelerated English Language Arts	Grade Level(s): 5th
Department: Humanities	Credits: N/A
BOE Adoption Date: October 17, 2019	Revision Date(s):

Course Description

The instruction of English Language Arts is an ongoing, spiraling process. Units within the Grade 5 ELA curriculum are designed with this in mind. Each unit focuses upon a specific genre of reading, while the writing units will complement and build upon the genre study. Units will also include shorter pieces of fiction *and* nonfiction to reinforce current and previously taught skills.

Standards are clustered according to their relevance to the genre. These are noted as *primary reading standards* within each unit. Other standards and skills are referenced as *secondary*. These skills will be touched upon within the unit, but may not receive a stronger instructional focus until later in the school year, or were addressed in previous units. Speaking and listening standards and skills are addressed through large and small group discussion as well as presentations. These activities will be designed to enhance student understanding and explanation of the texts. Language/vocabulary skills will be taught in context throughout the year.

Each unit will be introduced through anchor text selections, many of these from the *Journeys* reading program. Skills will be developed and reinforced through differentiated instruction that revolves around independent reading and leveled readers. Students will be exposed to increasingly complex and varied texts over the course of the school year.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-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 ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key

^=Amistad Law

O=Diversity & Inclusion Law

<>=Holocaust

+ =LGBT and Disabilities Law

***=AAPI (Asian American and Pacific Islanders)**

\$=Financial Literacy

Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Accelerated English Language Arts 5th

Prerequisite(s): ELA 4th

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Establishing the Reader's and Writer's Workshop	10 Days	Power Standards NJSLS.RL.5.1 NJSLS.RL.5.2 Secondary Standards Reading Literature NJSLS.RL.5.1 NJSLS.RL.5.2	Students will be able to utilize reading comprehension strategies while listening and reading text.	SWBAT... -monitor comprehension -create predictions -analyze questioning techniques -demonstrate visualizing -understand making connections -summarize -make inferences -draw conclusions -examine synthesizing -assess context clues
Unit 2: Science Fiction Personal Narrative Fictional Narrative (changing point of view) Novels: <i>A Wrinkle in Time</i>	35 days	Power Standards NJSLS.RL.5.2 NJSLS.RL.5.5 NJSLS.W.5.3.(A-E) Secondary Standards Reading Literature NJSLS.RL.5.1	Students will be able to comprehend and respond to science fiction text by citing text evidence to support responses. Students will be able to write a personal narrative using the writing process and effective narrative writing techniques while utilizing grade-appropriate spelling and	SWBAT... -analyze traits of fiction -identify story elements/text structure -determine point of view and analyze the effects on the reader -respond to text using textual evidence -analyze character traits given a character's actions, feelings, and dialogue

		<p>NJSLS.RL.5.2 NJSLS.RL.5.3 NJSLS.RL.5.4 NJSLS.RL.5.5 NJSLS.RL.5.6 NJSLS.RL.5.10</p> <p>Reading Foundation</p> <p>NJSLS.RF.5.3.A NJSLS.RF.5.4.A NJSLS.RF.5.4.B NJSLS.RF.5.4.C</p> <p>Speaking/Listening</p> <p>NJSLS.SL.5.1 NJSLS.SL.5.2</p> <p>Language</p> <p>NJSLS.L.5.3.B NJSLS.L.5.4.A NJSLS.L.5.4.B NJSLS.L.5.4.C</p> <p>Writing</p> <p>NJSLS.W.5.3.(A-E) NJSLS.W.5.4 NJSLS.W.5.5</p>	<p>grammatically correct sentences.</p> <p>Students will be able to write a fictional narrative using the writing process and effective narrative writing techniques while utilizing grade-appropriate spelling and grammatically correct sentences.</p>	<ul style="list-style-type: none"> -compare and contrast characters -identify the theme of a text and provide evidence to support the theme -identify narrative writing elements -generate ideas -develop seed story -create narrative utilizing the show, don't tell technique -develop writing through slow motion techniques -demonstrate ADDing more (action, description, dialogue) -incorporate an effective hook -integrate extended endings to close narrative -utilize inner dialogue to show character motivation -edit a writing piece -revise a writing piece -demonstrate knowledge of prefixes and how they change a word's meaning -demonstrate knowledge of suffixes and how they change a word's meaning
--	--	--	--	--

		NJSLS.W.5.6 NJSLS.W.5.10		
Unit 3: Historical Fiction Literary Essay Novels: <i>My Brother Sam is Dead</i>	45 days	Power Standards NJSLS.RL.5.2 NJSLS.RI. 5.3 NJSLS.W.5.2.(A-E) Secondary Standards Reading Literature NJSLS.RL.5.1 NJSLS.RL.5.2 NJSLS.RL.5.4 NJSLS.RL.5.5 NJSLS.RL.5.7 NJSLS.RL.5.10 Reading Information NJSLS.RI. 5.1 NJSLS.RI. 5.3 NJSLS.RI. 5.5 NJSLS.RI. 5.7 NJSLS.RI. 5.9 Reading Foundation NJSLS.RF.5.3.A NJSLS.RF.5.4.(A-C) Speaking/Listening NJSLS.SL.5.1	Students will be able to comprehend and respond to historical fiction text by citing text evidence to support responses. Students will be able to write a literary essay using the writing process and effective essay writing techniques and including text evidence while utilizing grade-appropriate spelling and grammatically correct sentences.	SWBAT... -identify traits of historical fiction -sequence events/text structure -categorize and interpret figurative language/proverbs and adages -identify and infer cause and effect/text structure -infer, draw conclusions and develop generalizations -determine and evaluate visual elements -design a problem and solution -formulate sensory details -utilize essay structure -cite text evidence to support ideas -apply use of transitions -construct thesis statements -develop introduction paragraphs -devise conclusion paragraphs -compose topic sentences -write closing sentences -breakdown Greek and Latin roots -distinguish between homophones and homographs

		<p>NJSLS.SL.5.2</p> <p>Language</p> <p>NJSLS.L.5.4.A NJSLS.L.5.4.B</p> <p>Writing</p> <p>NJSLS.W.5.2.(A-E) NJSLS.W.5.4 NJSLS.W.5.5 NJSLS.W.5.6 NJSLS.W.5.9.A NJSLS.W.5.10</p>		
<p>Unit 4: Narrative Nonfiction Research/Biography</p> <p>Novels: <i>Number the Stars</i> <i>Hatchet</i></p>	45 days	<p>Power Standards</p> <p>NJSLS.RL.5.1 NJSLS.RL.5.2 NJSLS.W.5.2.(A-E) NJSLS.W.5.7</p> <p>Secondary Standards</p> <p>Reading Literature</p> <p>NJSLS.RL.5.1 NJSLS.RL.5.2 NJSLS.RL.5.3 NJSLS.RL.5.5 NJSLS.RL.5.6 NJSLS.RL.5.9 NJSLS.RL.5.9 NJSLS.RL.5.10</p>	<p>Students will be able to comprehend and respond to narrative nonfiction text by citing text evidence to support responses.</p> <p>Students will be able to utilize paired texts consisting of a novel and nonfiction short texts throughout the unit.</p> <p>Students will be able to write a biography using the writing process and effective research writing techniques while utilizing grade-appropriate spelling and grammatically correct sentences.</p>	<p>SWBAT...</p> <ul style="list-style-type: none"> -identify traits of narrative nonfiction -draw inferences, conclusions and generalizations -compare and contrast characters, setting, theme from two different stories/text structure -analyze between fact and opinion -determine and evaluate author's purpose -compose research/note-taking -determine credible internet sources -cite sources -paraphrase a text -organize research and notes -deduce biography structure -devise a topic sentence

		<p>Reading Information NJSLS.RI. 5.1 NJSLS.RI. 5.3 NJSLS.RI. 5.5 NJSLS.RI. 5.8 NJSLS.RI. 5.9</p> <p>Reading Foundation NJSLS.RF.5.3.A NJSLS.RF.5.4.(A-C)</p> <p>Speaking/Listening NJSLS.SL.5.1 NJSLS.SL.5.2 NJSLS.SL.5.3</p> <p>Language NJSLS.L.5.5</p> <p>Writing NJSLS.W.5.2.(A-E) NJSLS.W.5.4 NJSLS.W.5.5 NJSLS.W.5.6 NJSLS.W.5.7 NJSLS.W.5.8 NJSLS.W.5.9.B NJSLS.W.5.10</p>		<ul style="list-style-type: none"> -articulate supporting details related to topic sentence -structure a thesis statement -devise a closing sentence -distinguish synonyms and antonyms -interpret analogies
Unit 5: Nonfiction	45 days	Power Standards	Students will be able to comprehend	-identify traits of nonfiction

<p>Opinion Essay</p> <p>Novels: <i>Holes</i> <i>The BFG</i></p>		<p>NJSLS.RI.5.1. NJSLS.RI.5.3. NJSLS.W.5.1 NJSLS.W.5.7</p> <p>Secondary Standards</p> <p>Reading Information NJSLS.RI.5.1. NJSLS.RI.5.2. NJSLS.RI.5.3. NJSLS.RI.5.4. NJSLS.RI.5.8.</p> <p>Reading Foundation NJSLS.RF.5.3.A NJSLS.RF.5.4.(A-C)</p> <p>Speaking/Listening NJSLS.SL.5.1.A NJSLS.SL.5.1.B</p> <p>Language NJSLS.L.5.4.C</p> <p>Writing NJSLS.W.5.1 NJSLS.W.5.4 NJSLS.W.5.5 NJSLS.W.5.6 NJSLS.W.5.7</p>	<p>and respond to nonfiction text by citing text evidence to support responses.</p> <p>Students will be able to write an opinion essay using the writing process and effective research writing techniques while utilizing grade-appropriate spelling and grammatically correct sentences.</p>	<ul style="list-style-type: none"> -explain main idea and identify details that support the main idea -locate and interpret text and graphic features -acquire and use domain specific vocabulary -research topics to support their position -defend arguments with facts and details -formulate thesis -compose a claim -employ reference sources
---	--	---	--	--

		NJSLS.W.5.8 NJSLS.W.5.10		
--	--	-----------------------------	--	--

Instructional Unit Map

Course Title: ELA 5th Grade Accelerated

Unit Title	Establishing the Reader's and Writer's Workshop	Start Date:	Sept. 1 (1st school day)
		Length of Unit:	10 days

<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Power Standards NJ SLS RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. NJ SLS RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen</p>	<p>Learning Goals</p>	<p>Students will be able to utilize reading comprehension strategies while listening and reading text.</p>
--	--	------------------------------	---

	<p>details, and well-structured event sequences.</p> <p>Secondary Standards</p> <p>NJSLS.RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		
<p>Essential Questions</p>	<p><i>What reading strategies can a reader utilize to better read and comprehend a text?</i></p> <p><i>How do readers self-select books?</i></p> <p><i>How can readers support opinions, inferences, and insights gathered from a text?</i></p> <p><i>How can an understanding of words and word parts help readers comprehend text?</i></p> <p><i>How can I use my writer’s notebook to research my life and utilize this in my writing?</i></p>		

Assessments			
<i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
Unit Pre-Assessment(s) <i>What do they already know?</i>	Pre-assessment on Reading Strategies Personal Narrative Pre-test		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Graphic Organizers ● Turn and Talk ● Think-Pair-Share ● Jigsaw ● Read Alouds/Mentor Texts ● Mini-lessons ● Anchor Charts ● Interactive Notebook ● Online Reading Response Journal ● Note-taking ● Writer’s Notebook (Calkins) 		

	<ul style="list-style-type: none"> ● Close Reading ● Conferencing/Individualized Instruction ● Cooperative Learning ● Effective, Higher-level Questioning ● Text-based Questions ● Learning Stations ● Student Goal Setting ● Flexible/Strategic Grouping ● Shared Writing ● Daily Grammar Revision ● Mentor Sentences 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Multiple-choice format ● Use native language for directions ● Read directions aloud ● Clarify/reword directions ● Highlight/underline key words ● Simplify language ● Single step directions ● Additional time ● Oral testing 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Highlight key directions ● Allow redos/retakes ● Provide study guides ● Books on tape ● Oral testing 	<ul style="list-style-type: none"> ● Additional time ● Clarify/reword directions ● Allow redos/retakes ● Vary test formats ● Provide study guides ● Highlight key directions ● Pace long-term projects ● Small group instruction 	<ul style="list-style-type: none"> ● Tiered assessments ● Multiple texts (leveled texts) ● Choice board ● Literature circles

	<ul style="list-style-type: none"> ● Accept short answers 	<ul style="list-style-type: none"> ● Pace long-term projects ● Read passages aloud ● 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Independent Book (choice of book) ● Interactive Notebook ● Online Reading Response Journal ● Use of Various Mentor Texts ● Teacher-Student Conferences ● Leveled Texts ● Tiered Learning Stations ● Individualized Writing Goals 		<ul style="list-style-type: none"> ● Narrative writing (choice of topic) ● Independent Book Responses (choice of skill) ● On Demand Writing Task (paragraph, graphic, or bulleted list) ● Text Dependent Responses Using R.A.C.E.S. 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: strategy, monitor, comprehension, predict, analyze, questioning, visualize, connection, summarize, infer, conclusion, synthesize, context clue Tier 3: Readers Workshop, Writers Workshop, just-right book, genre, fiction, nonfiction, informational, historical fiction, biography, poetry			
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S and A - Google Docs will be used to respond to comprehension strategy questions. ● S and A - Google Slides will be utilized to complete organizers about their independent books. ● S and A - Students will take Google Form quizzes for instant feedback. ● M - Use Google Draw to create a Heart Map to display people, places, and things that mean something to them. ● M - Share Heart Map in Google Classroom for classmates to comment and ask questions about memories ● R - Submit select writing pieces to online writing contests, such as Scholastic Writing Contest 			

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Technology: 8.1. All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.1.D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>Career Ready Practices CRP1 - Act a responsible and contributing citizen and employee. CRP2 - Apply academic and technical skills. CRP4 - Communicate and clearly and effectively and with reason. CRP6 - Demonstrate creativity and innovation. CRP11- Use technology to enhance productivity.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 630 1234 703">Themes</th> <th data-bbox="1234 630 1944 703">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 703 1234 1060"> <p>Global Awareness: 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.</p> </td> <td data-bbox="1234 703 1944 1060"> <ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Critical Thinking ● Communication and Collaboration ● Information Literacy ● Information, Communications, and Technology Literacy </td> </tr> </tbody> </table>		Themes	Skills	<p>Global Awareness: 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.</p>	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Critical Thinking ● Communication and Collaboration ● Information Literacy ● Information, Communications, and Technology Literacy
Themes	Skills					
<p>Global Awareness: 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.</p>	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Initiative and Self-Direction ● Social and Cross-Cultural Skills ● Productivity and Accountability ● Leadership and Responsibility ● Critical Thinking ● Communication and Collaboration ● Information Literacy ● Information, Communications, and Technology Literacy 					
<p>Resources/Materials</p>	<p>Texts:</p> <ul style="list-style-type: none"> ● Lucy Calkins Unit 1: Narrative Craft ● Picture Books - Sylvester and the Magic Pebble by William Steig, Dear Mrs. LaRue, Letters from Obedience School by Mark Teague, Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst ● Poems - “Sick” by Shel Silverstein and “Green Giant” by Jack Prelutsky <p>Other Resources:</p> <ul style="list-style-type: none"> ● Everyday Edits 					

	<ul style="list-style-type: none"> ● Flocabulary Subscription ● NewsELA ● CommonLit ● Appropriate Leveled Texts
--	---

Instructional Unit Map			
Course Title: 5th Grade ELA Accelerated			
Unit Title	Science Fiction and Narrative Writing	Start Date:	Mid-September
Unit Title		Length of Unit:	35 days
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards NJSLS.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text. NJSLS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Learning Goals	Students will be able to comprehend and respond to science fiction texts by citing text evidence to support responses. Students will additionally be able to identify the traits of Science Fiction. Students will be able to write a narrative using the writing process and effective narrative writing techniques while utilizing grade-appropriate spelling and grammatically correct sentences.

	<p>NJSLS.W.5.3.(A-E)</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Secondary Standards</p> <p>NJSLS.RL.5.1</p> <p>Quote accurately from a text, and make relevant connections when explaining what the text says explicitly</p>		
--	--	--	--

	<p>and when drawing inferences from the text.</p> <p>NJSLS.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>NJSLS.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>NJSLS.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>NJSLS.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic</p>		
--	---	--	--

	<p>words in context and out of context.</p> <p>NJSLS.RF.5.4.A-C</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>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS.SL.5.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.5.4.A-C</p>		
--	--	--	--

	<p>A. 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>NJSLS.W.5.3.(A-E) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>		
--	---	--	--

	<p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSLS.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLS.W.5.6 With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting</p>		
--	---	--	--

	<p>NJSLS.W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>								
<p>Essential Questions</p>	<p><i>What defines the Science Fiction genre? What traits make it unique?</i> <i>How does point of view affect the details of a story as well as the reader's experience?</i> <i>How do good readers use character traits to help them understand the characters in a text?</i> <i>How do a characters' actions and responses help the reader determine the theme of a story?</i> <i>How can an understanding of words and word parts help readers comprehend text?</i> <i>How can a writer's own experiences and feelings influence his writing?</i> <i>What is the purpose of applying grammar and mechanics skills to daily writing?</i></p>								
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th style="width: 33%; text-align: center;">Formative</th> <th style="width: 33%; text-align: center;">Summative</th> <th style="width: 33%; text-align: center;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 889 995 1349"> <ul style="list-style-type: none"> ● Smaller narrative writes ● Science Fiction writes ● Reader's Theater ● Reader's Responses ● Independent Reading Check Ins ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision </td> <td data-bbox="995 889 1526 1349"> <ul style="list-style-type: none"> ● Scrapbook Page ● Prefixes/Suffixes Quiz ● Grammar Quizzes ● <i>A Wrinkle in Time</i> Test ● Narrative Writing Prompt </td> <td data-bbox="1526 889 1944 1349"> <ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Independent Novel </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Smaller narrative writes ● Science Fiction writes ● Reader's Theater ● Reader's Responses ● Independent Reading Check Ins ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision 	<ul style="list-style-type: none"> ● Scrapbook Page ● Prefixes/Suffixes Quiz ● Grammar Quizzes ● <i>A Wrinkle in Time</i> Test ● Narrative Writing Prompt 	<ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Independent Novel
Formative	Summative	Alternative							
<ul style="list-style-type: none"> ● Smaller narrative writes ● Science Fiction writes ● Reader's Theater ● Reader's Responses ● Independent Reading Check Ins ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision 	<ul style="list-style-type: none"> ● Scrapbook Page ● Prefixes/Suffixes Quiz ● Grammar Quizzes ● <i>A Wrinkle in Time</i> Test ● Narrative Writing Prompt 	<ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Independent Novel 							

	<ul style="list-style-type: none"> ● Writer's Notebook check-in 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	Story Mountain Pre-Assessment Narrative Pre-Assessment		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Graphic Organizers ● Turn and Talk ● Think-Pair-Share ● Jigsaw ● Read Alouds/Mentor Texts ● Mini-lessons ● Anchor Charts ● Interactive Notebook ● Online Reading Response Journal ● Note-taking ● Writer's Notebook (Calkins) ● Close Reading ● Conferencing/Individualized Instruction ● Cooperative Learning ● Effective, Higher-level Questioning ● Text-based Questions ● Learning Stations ● Student Goal Setting ● Flexible/Strategic Grouping ● Shared Writing ● Daily Grammar Revision ● Mentor Sentences 		

	<ul style="list-style-type: none"> • Reader's Theater 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Multiple-choice format • Use native language for directions • Read directions aloud • Clarify/reword directions • Highlight/underline key words • Simplify language • Single step directions • Additional time • Oral testing • Accept short answers 	<ul style="list-style-type: none"> • Additional time • Vary test formats • Highlight key directions • Allow redos/retakes • Provide study guides • Books on tape • Oral testing • Pace long-term projects • Read passages aloud 	<ul style="list-style-type: none"> • Additional time • Clarify/reword directions • Allow redos/retakes • Vary test formats • Provide study guides • Highlight key directions • Pace long-term projects • Small group instruction 	<ul style="list-style-type: none"> • Tiered assessments • Multiple texts (leveled texts) • Choice board • Literature circles
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p><i>modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Independent Book (choice of book) ● Interactive Notebook ● Online Reading Response Journal ● Use of Various Mentor Texts ● Teacher-Student Conferences ● Leveled Texts ● Tiered Learning Stations ● Individualized Writing Goals ● Reader’s Theater 	<ul style="list-style-type: none"> ● Narrative writing (choice of topic) ● Independent Book Responses (choice of skill) ● On Demand Writing Task (paragraph, graphic, or bulleted list) ● Text Dependent Responses Using R.A.C.E.S.
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: elements, structure, compare, contrast, response, write, dialogue</p> <p>Tier 3: science fiction, characterization, point of view, literary response, R.A.C.E.S., theme, personal narrative, fictional narrative, prefix, suffix, text evidence, parsec, assimilate, antagonistic, chrysanthemum, tesseract</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● S and A - Google Docs will be used to respond to comprehension strategy questions. ● S and A - Google Slides will be utilized to complete organizers about their independent books. ● S and A - Students will take Google Form quizzes for instant feedback. ● R - Submit select writing pieces to online writing contests, such as Scholastic Writing Contest 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices</p> <p>CRP1 - Act a responsible and contributing citizen and employee.</p> <p>CRP2 - Apply academic and technical skills.</p> <p>CRP4 - Communicate and clearly and effectively and with reason.</p> <p>CRP6 - Demonstrate creativity and innovation.</p> <p>CRP10 - Plan education and career paths aligned to personal goals.</p> <p>CRP11- Use technology to enhance productivity.</p> <p>Technology</p> <p>8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	
<p>21st Century Themes/Skills</p>	<p style="text-align: center;">Themes</p> <p style="text-align: right;">Skills</p>	

P21 Framework	<p>Global Awareness: 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.</p>	<ul style="list-style-type: none"> ● Flexibility and Adaptability ● Social and Cross-Cultural Skills ● Critical Thinking
<p>Resources/Materials</p>	<p>Texts: Lucy Calkins Unit 1: <i>Narrative Craft</i> Journeys 5th Grade Textbook <i>A Wrinkle in Time</i> by Madeleine L'Engle "Eleven" by Cynthia Rylant Suggested Picture Books: <i>Henry's Freedom Box</i> by Ellen Levine, <i>Little Red Riding Hood</i>, <i>The Halloween Play</i> by Felicia Bond, <i>The English Roses</i> by Madonna Appropriate Leveled Texts</p> <p>Other Resources: Characterization PPT Teacher Writing Models Point of View PPT Students Samples Theme PPT Song Lyrics (theme) Everyday Edits Flocabulary Subscription NewsELA CommonLit</p>	

<p>Course Title: Accelerated ELA 5th grade</p>		
	<p>Historical Fiction and Literary Essay Writing</p>	<p>Start Date: Mid-November</p>

Unit Title			Length of Unit:	45 days
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Power Standards</p> <p>NJSLS.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>NJSLS.RI. 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>NJSLS.W.5.2.(A-E) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Learning Goals</p>	<p>Students will be able to comprehend and respond to historical fiction texts by citing textual evidence to support responses. Students will understand what creates the historical fiction genre and what elements go into its creation.</p> <p>Students will be able to write a literary essay using the writing process and effective essay writing techniques and including text evidence while utilizing grade-appropriate spelling and grammatically correct sentences.</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., in contrast, especially).</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>Secondary Standards</p> <p>NJSLS.RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>NJSLS.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including</p>		
--	--	--	--

	<p>figurative language such as metaphors and similes.</p> <p>NJSLS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>NJSLS.RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>NJSLS.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>NJSLS.RI.5.7 Draw on information from multiple print or digital</p>		
--	--	--	--

	<p>sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>NJSLS.RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>NJSLS.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.5.4.A and B</p>		
--	---	--	--

	<p>A. 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. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>NJSLS.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLS.W.5.6 With some guidance and support from adults and</p>		
--	--	--	--

	<p>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>NJSLS.W.5.9.A Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>NJSLS.W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
--	---	--	--

<p>Essential Questions</p>	<p><i>What are the elements of historical fiction?</i></p> <p><i>How do clues in the story help the reader to figure out the sequence of events?</i></p> <p><i>How does understanding figurative language enhance comprehension?</i></p> <p><i>How do authors use cause and effect relationships to help readers understand information in the text?</i></p> <p><i>How does a reader use text clues and their own schema to make inferences and draw conclusions?</i></p> <p><i>How can an understanding of words and word parts help readers comprehend text?</i></p> <p><i>How can a writer's own experiences and feelings influence his writing?</i></p> <p><i>What is the purpose of applying grammar and mechanics skills to daily writing?</i></p>								
<p>Assessments</p> <p><i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1"> <thead> <tr> <th data-bbox="575 483 995 565">Formative</th> <th data-bbox="995 483 1526 565">Summative</th> <th data-bbox="1526 483 1944 565">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 565 995 1136"> <ul style="list-style-type: none"> ● Discussions ● Reader's Responses ● Post-its in Independent Books ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision - Everyday Edits ● Writer's Notebook check-in </td> <td data-bbox="995 565 1526 1136"> <ul style="list-style-type: none"> ● Unit Test ● Ugly Sweater Catalog project ● Facebook Profile Page Project ● Greek and Latin Roots Quiz ● Homophones and Homographs Quiz ● Grammar Quizzes ● Novel Test </td> <td data-bbox="1526 565 1944 1136"> <ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Novel </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Discussions ● Reader's Responses ● Post-its in Independent Books ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision - Everyday Edits ● Writer's Notebook check-in 	<ul style="list-style-type: none"> ● Unit Test ● Ugly Sweater Catalog project ● Facebook Profile Page Project ● Greek and Latin Roots Quiz ● Homophones and Homographs Quiz ● Grammar Quizzes ● Novel Test 	<ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Novel
Formative	Summative	Alternative							
<ul style="list-style-type: none"> ● Discussions ● Reader's Responses ● Post-its in Independent Books ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision - Everyday Edits ● Writer's Notebook check-in 	<ul style="list-style-type: none"> ● Unit Test ● Ugly Sweater Catalog project ● Facebook Profile Page Project ● Greek and Latin Roots Quiz ● Homophones and Homographs Quiz ● Grammar Quizzes ● Novel Test 	<ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Novel 							
<p>Unit Pre-Assessment(s)</p> <p><i>What do they already know?</i></p>	<p>Cause and Effect Organizer Pre-Assessment</p> <p>Literary Essay Pre-Assessment</p>								

Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Graphic Organizers ● Turn and Talk ● Think-Pair-Share ● Jigsaw ● Read Alouds/Mentor Texts ● Mini-lessons ● Anchor Charts ● Interactive Notebook ● Online Reading Response Journal ● Note-taking ● Writer’s Notebook (Calkins) ● Close Reading ● Conferencing/Individualized Instruction ● Cooperative Learning ● Effective, Higher-level Questioning ● Text-based Questions ● Learning Stations ● Student Goal Setting ● Flexible/Strategic Grouping ● Shared Writing ● Daily Grammar Revision ● Mentor Sentences 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Multiple-choice format 	<ul style="list-style-type: none"> ● Additional time 	<ul style="list-style-type: none"> ● Additional time ● Clarify/reword directions ● Allow redos/retakes 	<ul style="list-style-type: none"> ● Tiered assessments

	<ul style="list-style-type: none"> ● Use native language for directions ● Read directions aloud ● Clarify/reword directions ● Highlight/underline key words ● Simplify language ● Single step directions ● Additional time ● Oral testing ● Accept short answers 	<ul style="list-style-type: none"> ● Vary test formats ● Highlight key directions ● Allow redos/retakes ● Provide study guides ● Books on tape ● Oral testing ● Pace long-term projects ● Read passages aloud 	<ul style="list-style-type: none"> ● Vary test formats ● Provide study guides ● Highlight key directions ● Pace long-term projects ● Small group instruction 	<ul style="list-style-type: none"> ● Multiple texts (leveled texts) ● Choice board ● Literature circles
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	Independent Book (choice of book) Interactive Notebook Online Reading Response Journal Use of Various Mentor Texts Teacher-Student Conferences Leveled Texts Tiered Learning Stations Individualized Writing Goals		Literary Essay writing Independent Book Responses (choice of skill) On Demand Writing Task (paragraph, graphic, or bulleted list) Text Dependent Responses Using R.A.C.E.S.	

Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: elements, cause and effect, conclusions, infer, generalization, response Tier 3: historical fiction, sequence of events, text structure, figurative language, proverbs, adages, visual elements, Greek and Latin roots, homophones, homographs, literary essay, thesis, text evidence, terrorist, colony					
Integration of Technology SAMR	<ul style="list-style-type: none"> ● S and A - Google Docs will be used to respond to comprehension strategy questions. ● S and A - Google Slides will be utilized to complete organizers about their independent books. ● S and A - Students will take Google Form quizzes for instant feedback. ● R - Submit select writing pieces to online writing contests, such as Scholastic Writing Contest 					
Interdisciplinary Connections NJ Student Learning Standards	Social Studies 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Technology 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; background-color: black; color: white;"> <thead> <tr> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 898 1234 1133"> Global Awareness: 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. </td> <td data-bbox="1234 898 1944 1133"> Flexibility and Adaptability Social and Cross-Cultural Skills Critical Thinking </td> </tr> </tbody> </table>		Themes	Skills	Global Awareness: 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.	Flexibility and Adaptability Social and Cross-Cultural Skills Critical Thinking
Themes	Skills					
Global Awareness: 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.	Flexibility and Adaptability Social and Cross-Cultural Skills Critical Thinking					
Resources/Materials	Texts: <i>My Brother Sam is Dead</i> Journeys 5th Grade Textbook “Eleven” by Cynthia Rylant “Baseball Saved Us” by Ken Mochizuki “The Race” by Heather Klassen (Chicken Soup for the Kid’s Soul 2)					

	<p>“Fly Away Home” by Eve Bunting “William aka Bill” by Tanya C. Sousa “John Glenn” Text with Questions Storyworks Magazines Appropriate Leveled Texts</p> <p>Other Resources: Cause and Effect PPT Making Inferences PPT and Companion Greek and Latin Roots Sketch Notes packet “Nightmare in Jamestown” video Ugly Sweater Catalog project Teacher Writing Models Students Samples - “Baseball Saved Us” and “Eleven” Literary Essays Everyday Edits Flocabulary Subscription NewsELA CommonLit</p>
--	--

Course Title: ELA 5th grade			
Unit Title	Narrative Nonfiction and Research Writing	Start Date:	Beginning of February
Content Standards <i>What do we want them to know, understand, & do?</i>	Power Standards NJSLS.RL.5.1 Quote accurately from a text, and make relevant	Learning Goals	Length of Unit: 45 days
			Students will be able to comprehend and respond to narrative nonfiction texts by citing text evidence to support responses. Students will work in lit circles/groups to be able deconstruct the various elements of the text.

	<p>connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>NJSLS.RI. 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>NJSLS.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>NJSLS.RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>NJSLS.W.5.2.(A-E)</p>		<p>Students will compare a non fiction text to a piece of historical fiction to see how young female protagonist overcome obstacles of discrimination.</p> <p>Students will be able to write a biography using the writing process and effective research writing techniques while utilizing grade-appropriate spelling and grammatically correct sentences.</p>
--	---	--	--

	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <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., in contrast, especially).</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>NJSLS.W.5.7</p>		
--	--	--	--

	<p>Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>Secondary Standards</p> <p>NJSLS.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>NJSLS.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>NJSLS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>NJSLS.RL.5.9</p>		
--	--	--	--

	<p>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>NJSLS.RI. 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>NJSLS.RI. 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>NJSLS.RI. 5.8</p>		
--	--	--	--

	<p>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>NJSLS.RI. 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>NJSLS.RF.5.4.(A-C) Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS.SL.5.2</p>		
--	--	--	--

	<p>Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>NJSLS.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>NJSLS.L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>NJSLS.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>		
--	--	--	--

	<p>NJSLS.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLS.W.5.6 With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>NJSLS.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>		
--	--	--	--

	<p>NJSLS.W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>								
<p>Essential Questions</p>	<p><i>What are the elements of narrative nonfiction?</i> <i>How can compare and contrast help with understanding story characters, settings, and themes throughout genres?</i> <i>How can prior knowledge and clues from a text help to make inferences, draw conclusions, and form generalizations?</i> <i>How can protagonists' struggles be portrayed differently depending on the genre?</i></p>								
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th data-bbox="575 868 995 885" style="width: 33%;">Formative</th> <th data-bbox="995 868 1528 885" style="width: 33%;">Summative</th> <th data-bbox="1528 868 1944 885" style="width: 33%;">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 885 995 1360"> <ul style="list-style-type: none"> ● Discussions ● Reader's Responses ● Post-its in Independent Books ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision - Everyday Edits ● Writer's Notebook check-in </td> <td data-bbox="995 885 1528 1360"> <ul style="list-style-type: none"> ● Biography ● Synonyms and Antonyms Quiz ● Analogies Quiz ● Grammar Quizzes ● <i>Number the Stars</i> Test ● Literature Circle Project </td> <td data-bbox="1528 885 1944 1360"> <ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Novel </td> </tr> </tbody> </table>			Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Discussions ● Reader's Responses ● Post-its in Independent Books ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision - Everyday Edits ● Writer's Notebook check-in 	<ul style="list-style-type: none"> ● Biography ● Synonyms and Antonyms Quiz ● Analogies Quiz ● Grammar Quizzes ● <i>Number the Stars</i> Test ● Literature Circle Project 	<ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Novel
Formative	Summative	Alternative							
<ul style="list-style-type: none"> ● Discussions ● Reader's Responses ● Post-its in Independent Books ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision - Everyday Edits ● Writer's Notebook check-in 	<ul style="list-style-type: none"> ● Biography ● Synonyms and Antonyms Quiz ● Analogies Quiz ● Grammar Quizzes ● <i>Number the Stars</i> Test ● Literature Circle Project 	<ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Novel 							

	<ul style="list-style-type: none"> Literature Circle Responses 		
Unit Pre-Assessment(s) <i>What do they already know?</i>	Compare and Contrast Organizer Pre-Assessment Pacific Northwest Tree Octopus Research Pre-Assessment		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> Modeling Guided Practice Graphic Organizers Turn and Talk Think-Pair-Share Jigsaw Read Alouds/Mentor Texts Mini-lessons Anchor Charts Interactive Notebook Online Reading Response Journal Note-taking Writer’s Notebook (Calkins) Close Reading Conferencing/Individualized Instruction Cooperative Learning Effective, Higher-level Questioning Text-based Questions Learning stations Student Goal Setting Flexible/Strategic Grouping Shared Writing Daily Grammar Revision Mentor Sentences 		

	<ul style="list-style-type: none"> • Lit Circles 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Multiple-choice format • Use native language for directions • Read directions aloud • Clarify/reword directions • Highlight/underline key words • Simplify language • Single step directions • Additional time • Oral testing • Accept short answers 	<ul style="list-style-type: none"> • Additional time • Vary test formats • Highlight key directions • Allow redos/retakes • Provide study guides • Books on tape • Oral testing • Pace long-term projects • Read passages aloud 	<ul style="list-style-type: none"> • Additional time • Clarify/reword directions • Allow redos/retakes • Vary test formats • Provide study guides • Highlight key directions • Pace long-term projects • Small group instruction 	<ul style="list-style-type: none"> • Tiered assessments • Multiple texts (leveled texts) • Choice board • Literature circles
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple</i>	<ul style="list-style-type: none"> • Access (Resources and/or Process) 		<ul style="list-style-type: none"> • Expression (Products and/or Performance) 	
	<ul style="list-style-type: none"> • Independent Book (choice of book) • Interactive Notebook • Online Reading Response Journal • Use of Various Mentor Texts 		<ul style="list-style-type: none"> • Biography Writing • Independent Book Responses (choice of skill) • On Demand Writing Task (paragraph, graphic, or bulleted list) 	

<p><i>modes for student to express understanding)</i></p>	<ul style="list-style-type: none"> ● Teacher-Student Conferences ● Leveled Texts ● Tiered Learning Stations ● Individualized Writing Goals 	<ul style="list-style-type: none"> ● Text Dependent Responses Using R.A.C.E.S. 				
<p>Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i></p>	<p>Tier 2: inference, conclusion, generalization, compare, contrast, fact and opinion, biography, introduction, conclusion, research, genre, discrimination</p> <p>Tier 3: narrative nonfiction, setting, theme, characters, text structure, author’s purpose, thesis, synonyms, antonyms, analogies, Holocaust, pacifist, Nazi, Taliban, concentration camp</p>					
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● S and A - Google Docs will be used to respond to comprehension strategy questions. ● S and A - Google Slides will be utilized to complete organizers about their independent books. ● S and A - Students will take Google Form quizzes for instant feedback. ● R - Submit select writing pieces to online writing contests, such as Scholastic Writing Contest. 					
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Social Studies</p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</p> <p>Technology</p> <p>8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 1045 1234 1117">Themes</th> <th data-bbox="1234 1045 1944 1117">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1117 1234 1352"> <p>Global Awareness: 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.</p> </td> <td data-bbox="1234 1117 1944 1352"> <p>Social and Cross-Cultural Skills Leadership and Responsibility Critical Thinking Information, Communications, and Technology Literacy</p> </td> </tr> </tbody> </table>		Themes	Skills	<p>Global Awareness: 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.</p>	<p>Social and Cross-Cultural Skills Leadership and Responsibility Critical Thinking Information, Communications, and Technology Literacy</p>
Themes	Skills					
<p>Global Awareness: 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.</p>	<p>Social and Cross-Cultural Skills Leadership and Responsibility Critical Thinking Information, Communications, and Technology Literacy</p>					

	Civic Literacy: Understanding the local and global implications of civic decisions.	
Resources/Materials	<p>Texts: Journeys 5th Grade Textbook Lucy Calkins 5th Grade Unit 2: <i>The Lens of History: Research Reports</i> <i>I am Malala: Young Reader's Edition</i> by Malala Yousafzai <i>Number the Stars</i> by Lois Lowry Appropriate Leveled Texts</p> <p>Other Resources: Northwest Tree Octopus Website Mae Jemison Biography Sample (Journeys) Time for Kids Articles Websites for Student Research Paired Texts Interactive Notebooks Hamburger Paragraph PPT Author's Purpose PPT Teacher Writing Models Students Samples Everyday Edits Flocabulary Subscription NewsELA CommonLit</p>	

Instructional Unit Map			
Course Title: ELA 5th grade			
	Nonfiction and Argumentative Writing	Start Date:	Mid-April

Unit Title			Length of Unit:	45 days
<p>Content Standards <i>What do we want them to know, understand, & do?</i></p>	<p>Power Standards</p> <p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>NJSLS.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>NJSLS.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>Secondary Standards</p>	<p>Learning Goals</p>	<ul style="list-style-type: none"> • Students will read a piece of historical fiction and analyze it, using the text to support their responses. • Students will engage in argumentative writing. In this process, students will create a thesis and use textual evidence/research to support their ideas. 	

	<p>NJSLS.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>NJSLS.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>NJSLS.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>NJSLS.RF.5.4.(A-C) Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>		
--	---	--	--

	<p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS.SL.5.1.A and B Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</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>NJSLS.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.5.2. Demonstrate command of the conventions</p>		
--	---	--	--

	<p>of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>NJSLS.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLS.W.5.6 With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding</p>		
--	--	--	--

	<p>skills to type a minimum of two pages in a single sitting.</p> <p>NJSLS.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>NJSLS.W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p>Essential Questions</p>	<p><i>How do readers connect main idea and supporting details to create meaning?</i></p> <p><i>How do authors use cause and effect relationships to help readers understand information in the text?</i></p> <p><i>How do clues in the story help the reader to figure out the sequence of events?</i></p> <p><i>How do reference sources help readers to gain further knowledge about a topic?</i></p> <p><i>How can a writer's own experiences and feelings influence his writing?</i></p> <p><i>What is the purpose of applying grammar and mechanics skills to daily writing?</i></p> <p><i>How does discrimination affect daily lives?</i></p>		

Assessments	<ul style="list-style-type: none"> ● Formative ● Summative ● Alternative 		
<p><i>How will we know they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> ● Discussions ● Reader's Responses ● Post-its in Independent Books ● Entrance and Exit Tickets ● Quizzes ● Teacher-Student Conferences ● Think-Pair-Share ● Grammar Revision - Everyday Edits ● Writer's Notebook check-in 	<ul style="list-style-type: none"> ● Reference Sources Quiz ● Text and Graphic Features Quiz ● Grammar Quizzes ● <i>Glory Be</i> Test ● Argumentative Essay 	<ul style="list-style-type: none"> ● Oral Reading and Writing Conferences ● Choice Board for Novel
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<p>Opinion Essay Pre-Assessment Nonfiction Text Pre-Assessment</p>		
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Graphic Organizers ● Turn and Talk ● Think-Pair-Share ● Jigsaw ● Read Alouds/Mentor Texts ● Mini-lessons ● Anchor Charts ● Interactive Notebook ● Online Reading Response Journal 		

	<ul style="list-style-type: none"> ● Note-taking ● Writer’s Notebook (Calkins) ● Close Reading ● Conferencing/Individualized Instruction ● Cooperative Learning ● Effective, Higher-level Questioning ● Text-based Questions ● Learning Stations ● Student Goal Setting ● Flexible/Strategic Grouping ● Shared Writing ● Daily Grammar Revision ● Mentor Sentences 			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Multiple-choice format ● Use native language for directions ● Read directions aloud ● Clarify/reword directions ● Highlight/underline key words ● Simplify language ● Single step directions ● Additional time 	<ul style="list-style-type: none"> ● Additional time ● Vary test formats ● Highlight key directions ● Allow redos/retakes ● Provide study guides ● Books on tape 	<ul style="list-style-type: none"> ● Additional time ● Clarify/reword directions ● Allow redos/retakes ● Vary test formats ● Provide study guides ● Highlight key directions ● Pace long-term projects ● Small group instruction 	<ul style="list-style-type: none"> ● Tiered assessments ● Multiple texts (leveled texts) ● Choice board ● Literature circles

	<ul style="list-style-type: none"> • Oral testing • Accept short answers 	<ul style="list-style-type: none"> • Oral testing • Pace long-term projects • Read passages aloud 		
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Independent Book (choice of book) • Interactive Notebook • Online Reading Response Journal • Use of Various Mentor Texts • Teacher-Student Conferences • Leveled Texts • Tiered Learning Stations • Individualized Writing Goals 		<ul style="list-style-type: none"> • Opinion Essay Writing • Independent Book Responses (choice of skill) • On Demand Writing Task (paragraph, graphic, or bulleted list) • Text Dependent Responses Using R.A.C.E.S. 	
Vocabulary <i>Highlight key vocabulary (both Tier II and Tier III words)</i>	Tier 2: traits, main idea and details, sequence of events, compare and contrast, cause and effect, opinion, evidence, introduction, conclusion, argument Tier 3: nonfiction, text structure, text and graphic features, domain specific vocabulary, essay, reference sources, thesis, body paragraphs, T.H.I.E.V.E.S., Civil Rights, discrimination, racism, Jim Crow			
Integration of Technology SAMR	<ul style="list-style-type: none"> • S and A - Google Docs will be used to respond to comprehension strategy questions. • S and A - Google Slides will be utilized to complete organizers about their independent books. • S and A - Students will take Google Form quizzes for instant feedback. • R - Submit select writing pieces to online writing contests, such as Scholastic Writing Contest. 			
Interdisciplinary Connections NJ Student Learning Standards	Social Studies 6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present. Technology			

	8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
21st Century Themes/Skills P21 Framework	Themes Skills	
	Global Awareness: 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. Civic Literacy: Understanding the local and global implications of civic decisions.	Flexibility and Adaptability Social and Cross-Cultural Skills Critical Thinking Information, Communications, and Technology Literacy
Resources/Materials	Texts: Journeys 5th Grade Textbook Lucy Calkins 5th Grade Unit 4: <i>The Research-based Argument Essay</i> <i>Glory Be</i> by Augusta Scattergood Storyworks Magazines Appropriate Leveled Texts Other Resources: Time for Kids Articles Websites for Student Research Text and Graphic Features Interactive Notebooks T.H.I.E.V.E.S. PPT Teacher Writing Models Students Samples Everyday Edits Flocabulary Subscription NewsELA CommonLit	

