

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: English Language Arts	Grade Level(s): 5th
Department: Humanities	Credits: N/A
BOE Adoption Date: June 2014	Revision Date(s): August 2019

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: 5th Grade English Language Arts

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: Realistic Fiction Personal Narrative Fictional Narrative (changing point of view) Novels: The Tiger Rising Shiloh	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 realistic 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 grammatically correct sentences.	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 -compare and contrast characters

		<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>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"> -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
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		NJSLS.W.5.6 NJSLS.W.5.10		
Unit 3: Historical Fiction Literary Essay Novels: Blood on the River Watsons Go To Birmingham, 1963 I Survived the Attacks of Sept. 11	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	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.5.1 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: Number the Stars Hatchet</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</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

		<p>NJSLS.RL.5.10</p> <p>Reading Information</p> <p>NJSLS.RI. 5.1</p> <p>NJSLS.RI. 5.3</p> <p>NJSLS.RI. 5.5</p> <p>NJSLS.RI. 5.8</p> <p>NJSLS.RI. 5.9</p> <p>Reading Foundation</p> <p>NJSLS.RF.5.3.A</p> <p>NJSLS.RF.5.4.(A-C)</p> <p>Speaking/Listening</p> <p>NJSLS.SL.5.1</p> <p>NJSLS.SL.5.2</p> <p>NJSLS.SL.5.3</p> <p>Language</p> <p>NJSLS.L.5.5</p> <p>Writing</p> <p>NJSLS.W.5.2.(A-E)</p> <p>NJSLS.W.5.4</p> <p>NJSLS.W.5.5</p> <p>NJSLS.W.5.6</p> <p>NJSLS.W.5.7</p> <p>NJSLS.W.5.8</p> <p>NJSLS.W.5.9.B</p> <p>NJSLS.W.5.10</p>		<ul style="list-style-type: none"> -devise a topic sentence -articulate supporting details related to topic sentence -structure a thesis statement -devise a closing sentence -distinguish synonyms and antonyms -interpret analogies
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<p>Unit 5: Nonfiction Opinion Essay</p> <p>Novel- Holes The BFG</p>	<p>45 days</p>	<p>Power Standards 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</p>	<p>Students will be able to comprehend 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"> -identify traits of nonfiction -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
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		NJSLS.W.5.7 NJSLS.W.5.8 NJSLS.W.5.10		
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Instructional Unit Map				
Course Title: ELA 5th grade				
Unit Title	Establishing the Reader's and Writer's Workshop		Start Date:	Sept. 1 (1st school day)
			Length of Unit:	10 days
Content Standards <i>What do we want them to know, understand, & do?</i>	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 Secondary Standards	Learning Goals	Students will be able to utilize reading comprehension strategies while listening and reading text. Students will be able to acquire the skills to become more successful writers.	

	<p>Reading Literature 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>Essential Questions</p>	<p><i>What reading strategies can a reader utilize to better read and comprehend a text?</i> <i>How do readers self-select books?</i> <i>How can readers support opinions, inferences, and insights gathered from a text?</i> <i>How can an understanding of words and word parts help readers comprehend text?</i> <i>How can I use my writer's notebook to research my life and utilize this in my writing?</i></p>		
<p>Assessments <i>How will we know they have gained the knowledge & skills?</i></p>	<p>Formative</p> <p>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</p>	<p>Summative</p> <p>Unit Test Context Clues Quiz Heart Map Boo-Boo Map Grammar Quizzes</p>	<p>Alternative</p> <p>Demonstration of Self-selecting Book Oral Reading and Writing Conferences Book Poster/Graphic Organizers to Demonstrate Reading Strategies</p>
<p>Unit Pre-Assessment(s) <i>What do they already know?</i></p>	<p>Pre-assessment on Reading Strategies Personal Narrative Pre-test</p>		

Instructional Strategies/Student Activities	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
	-Multiple-choice format -Use native language for directions -Read directions aloud	-Additional time -Vary test formats -Highlight key directions	-Additional time -Clarify/reword directions -Allow redos/retakes -Vary test formats	-Tiered assessments -Multiple texts (leveled texts) -Choice board

	<ul style="list-style-type: none"> -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"> -Allow redos/retakes -Provide study guides -Books on tape -Oral testing -Pace long-term projects -Read passages aloud 	<ul style="list-style-type: none"> -Provide study guides -Highlight key directions -Pace long-term projects -Small group instruction 	<ul style="list-style-type: none"> -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)	
	<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>	<ul style="list-style-type: none"> 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 			

Interdisciplinary Connections NJ Student Learning Standards	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.					
21st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <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="581 483 1234 797"> 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 483 1938 797"> 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	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 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					
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 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					
Resources/Materials	<p>Texts:</p> <p>Lucy Calkins Unit 1: Narrative Craft</p> <p>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</p> <p>Poems - “Sick” by Shel Silverstein and “Green Giant” by Jack Prelutsky</p> <p>Other Resources:</p> <p>Everyday Edits</p> <p>Flocabulary Subscription</p> <p>NewsELA</p> <p>CommonLit</p> <p>Appropriate Levelled Texts</p>					

Instructional Unit Map

Course Title: ELA 5th grade

Unit Title	Realistic Fiction and Narrative Writing		Start Date:	mid-September
			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. NJSLS.W.5.3.(A-E) A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop	Learning Goals	Students will be able to comprehend and respond to realistic fiction text by citing text evidence to support responses. 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>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 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.5.3 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>		
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	<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.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</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 words in context and out of context.</p>		
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	<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.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.L.5.1. Demonstrate command of the conventions</p>		
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	<p>of standard English grammar and usage when writing or speaking.</p> <p>NJSLS.L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLS.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>NJSLS.L.5.4.A-C A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the</p>		
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	<p>precise meaning of key words and phrases.</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. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>NJSLS.W.5.4</p>		
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	<p>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</p>		
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	of discipline-specific tasks, purposes, and audiences.		
Essential Questions	<p><i>How do good readers use story elements to help them to better understand the text?</i></p> <p><i>How does point of view affect the details of a story as well as the reader's experience?</i></p> <p><i>How do good readers use character traits to help them understand the characters in a text?</i></p> <p><i>How do a characters' actions and responses help the reader determine the theme of a story?</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>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<p>Discussions</p> <p>Reader's Responses</p> <p>Post-its in Independent Books</p> <p>Entrance and Exit Tickets</p> <p>Quizzes</p> <p>Teacher-Student Conferences</p> <p>Think-Pair-Share</p> <p>Grammar Revision -Everyday Edits</p> <p>Writer's Notebook check-in</p>	<p>Unit Test</p> <p>Story Mountain</p> <p>Scrapbook Page</p> <p>Prefixes/Suffixes Quiz</p> <p>Grammar Quizzes</p> <p>Novel Test</p>	<p>Oral Reading and Writing Conferences</p> <p>Choice Board for Novel</p>
Unit Pre-Assessment(s) <i>What do they already know?</i>	<p>Story Mountain Pre-Assessment</p> <p>Narrative Pre-Assessment</p>		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Graphic Organizers 		

	<ul style="list-style-type: none"> ● 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 -Use native language for directions -Read directions aloud -Clarify/reword directions -Highlight/underline key words 	<ul style="list-style-type: none"> -Additional time -Vary test formats -Highlight key directions -Allow redos/retakes -Provide study guides 	<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 	<ul style="list-style-type: none"> -Tiered assessments -Multiple texts (leveled texts) -Choice board -Literature circles

	-Simplify language -Single step directions -Additional time -Oral testing -Accept short answers	-Books on tape -Oral testing -Pace long-term projects -Read passages aloud	-Small group instruction	
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		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: elements, structure, compare, contrast, response Tier 3: realistic fiction, characterization, point of view, literary response, R.A.C.E.S., theme, personal narrative, fictional narrative, prefix, suffix, text evidence			
Integration of Technology SAMR	-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	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. CRP10 - Plan education and career paths aligned to personal goals. CRP11- Use technology to enhance productivity.			

	<p>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.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 370 1234 444">Themes</th> <th data-bbox="1234 370 1944 444">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 444 1234 769"> <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 444 1944 769"> <p>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> </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>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>
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<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>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>					
<p>Resources/Materials</p>	<p>Texts: Lucy Calkins Unit 1: Narrative Craft Journeys 5th Grade Textbook Shiloh by Phyllis Reynolds Naylor 0 Tiger Rising by Kate DiCamillo 0 “Eleven” by Cynthia Rylant Suggested Picture Books: Henry’s Freedom Box by Ellen Levine ^, Little Red Riding Hood, The Halloween Play by Felicia Bond, The English Roses by Madonna Appropriate Leveled Texts</p> <p>Other Resources: Characterization PPT Teacher Writing Models Point of View PPT Students Samples Theme PPT</p>					

	<p>Song Lyrics (theme)</p> <p>Everyday Edits</p> <p>Flocabulary Subscription</p> <p>NewsELA</p> <p>CommonLit</p>
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Instructional Unit Map			
Course Title: ELA 5th grade			
Unit Title	Historical Fiction and Literary Essay Writing		<p>Start Date: Mid-November</p> <p>Length of Unit: 45 days</p>
<p>Content Standards</p> <p><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>Learning Goals</p>	<p>Students will be able to comprehend and respond to historical fiction text by citing text evidence to support responses.</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>NJSLS.W.5.2.(A-E)</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>Secondary Standards:</p>		
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	<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 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.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>		
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	<p>NJSLS.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</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 sources, demonstrating the ability to locate an answer to</p>		
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	<p>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.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</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,</p>		
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	<p>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 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.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>NJSLS.L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		
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	<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 A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (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</p>		
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	<p>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.5.9.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-correcti</p>		
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	on and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
Essential Questions	<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>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<p>Discussions</p> <p>Reader's Responses</p> <p>Post-its in Independent Books</p> <p>Entrance and Exit Tickets</p> <p>Quizzes</p> <p>Teacher-Student Conferences</p> <p>Think-Pair-Share</p> <p>Grammar Revision - Everyday Edits</p> <p>Writer's Notebook check-in</p>	<p>Unit Test</p> <p>Ugly Sweater Catalog project</p> <p>Facebook Profile Page Project</p> <p>Greek and Latin Roots Quiz</p> <p>Homophones and Homographs Quiz</p> <p>Grammar Quizzes</p> <p>Novel Test</p>	<p>Oral Reading and Writing Conferences</p> <p>Choice Board for Novel</p>
Unit Pre-Assessment(s) <i>What do they already know?</i>	<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			
	-Multiple-choice format -Use native language for directions -Read directions aloud	-Additional time -Vary test formats -Highlight key directions	-Additional time -Clarify/reword directions -Allow redos/retakes -Vary test formats	-Tiered assessments -Multiple texts (leveled texts) -Choice board

	<ul style="list-style-type: none"> -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"> -Allow redos/retakes -Provide study guides -Books on tape -Oral testing -Pace long-term projects -Read passages aloud 	<ul style="list-style-type: none"> -Provide study guides -Highlight key directions -Pace long-term projects -Small group instruction 	<ul style="list-style-type: none"> -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)	
	<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"> 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>	<ul style="list-style-type: none"> 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 			
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	Career Ready Practices <ul style="list-style-type: none"> CRP1 - Act a responsible and contributing citizen and employee. CRP2 - Apply academic and technical skills. CRP4 - Communicate and clearly and effectively and with reason. 			

	<p>CRP6 - Demonstrate creativity and innovation. CRP10 - Plan education and career paths aligned to personal goals. CRP11- Use technology to enhance productivity.</p> <p>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.</p>					
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<p>Resources/Materials</p>	<p>Texts: 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) “Fly Away Home” by Eve Bunting “William aka Bill” by Tanya C. Sousa “John Glenn” Text with Questions <u>I Survived the Attacks of September 11, 2001</u> by Lauren Tarshis <u>Blood on the River</u> by Elisa Carbone <u>The Watsons Go to Birmingham 1963</u> by Christopher Paul Curtis ^0 Storyworks Magazines Appropriate Leveled Texts</p>					

	<p>Other Resources:</p> <p>Cause and Effect PPT</p> <p>Making Inferences PPT and Companion</p> <p>Greek and Latin Roots Sketch Notes packet</p> <p>“Nightmare in Jamestown” video</p> <p>Ugly Sweater Catalog project</p> <p>Teacher Writing Models</p> <p>Students Samples - “Baseball Saved Us” and “Eleven” Literary Essays</p> <p>Everyday Edits</p> <p>Flocabulary Subscription</p> <p>NewsELA</p> <p>CommonLit</p>
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Instructional Unit Map			
Course Title: ELA 5th grade			
Unit Title	Narrative Nonfiction and Research Writing		<p>Start Date: Beginning of February</p> <p>Length of Unit: 45 days</p>
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power 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.5.2</p>	Learning Goals	<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>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) 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>		
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	<p>E. Provide a conclusion related to the information of explanation presented.</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: 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.5.6 Describe how a narrator's or speaker's point of view</p>		
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	<p>influences how events are described.</p> <p>NJSLS.RL.5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>NJSLS.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</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>		
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	<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.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 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,</p>		
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	<p>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.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</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.5.1</p>		
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	<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.SL.5.2 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>Language 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 of standard English</p>		
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	<p>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</p>		
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	<p>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.5.9.B Apply grade 5 Reading standards to informational texts (e.g., “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.W.5.10 Write routinely over extended time frames (time for research, reflection,</p>		
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	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.		
Essential Questions	<p><i>What are the elements of narrative nonfiction?</i></p> <p><i>How can compare and contrast help with understanding story characters, settings, and themes?</i></p> <p><i>How can prior knowledge and clues from a text help to make inferences, draw conclusions, and form generalizations?</i></p> <p><i>How do readers determine facts from opinions?</i></p> <p><i>How does understanding the author's purpose help the reader comprehend the text?</i></p> <p><i>How does understanding word relationships help a reader to better comprehend and interpret text?</i></p> <p><i>What is the purpose of applying grammar and mechanics skills to daily writing?</i></p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	<p>Discussions</p> <p>Reader's Responses</p> <p>Post-its in Independent Books</p> <p>Entrance and Exit Tickets</p> <p>Quizzes</p> <p>Teacher-Student Conferences</p> <p>Think-Pair-Share</p> <p>Grammar Revision - Everyday</p> <p>Edits</p> <p>Writer's Notebook check-in</p>	<p>Unit Test</p> <p>Biography</p> <p><u>Number the Stars</u> Choice Project</p> <p>Synonyms and Antonyms Quiz</p> <p>Analogies Quiz</p> <p>Grammar Quizzes</p> <p>Novel Test</p>	<p>Oral Reading and Writing Conferences</p> <p>Choice Board for Novel</p>
Unit Pre-Assessment(s) <i>What do they already know?</i>	<p>Compare and Contrast Organizer Pre-Assessment</p> <p>Pacific Northwest Tree Octopus Research 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 -Use native language for directions -Read directions aloud 	<ul style="list-style-type: none"> -Additional time -Vary test formats -Highlight key directions 	<ul style="list-style-type: none"> -Additional time -Clarify/reword directions -Allow redos/retakes -Vary test formats 	<ul style="list-style-type: none"> -Tiered assessments -Multiple texts (leveled texts) -Choice board

	<ul style="list-style-type: none"> -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"> -Allow redos/retakes -Provide study guides -Books on tape -Oral testing -Pace long-term projects -Read passages aloud 	<ul style="list-style-type: none"> -Provide study guides -Highlight key directions -Pace long-term projects -Small group instruction 	<ul style="list-style-type: none"> -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)	
	<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"> Biography 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>	<ul style="list-style-type: none"> Tier 2: inference, conclusion, generalization, compare, contrast, fact and opinion, biography, introduction, conclusion, research Tier 3: narrative nonfiction, setting, theme, characters, text structure, author’s purpose, thesis, synonyms, antonyms, analogies 			
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. 			

<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices</p> <p>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. CRP10 - Plan education and career paths aligned to personal goals. CRP11- Use technology to enhance productivity.</p> <p>Technology</p> <p>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.</p>					
<p>21st Century Themes/Skills P21 Framework</p>	<table border="1"> <thead> <tr> <th data-bbox="575 594 1234 667">Themes</th> <th data-bbox="1234 594 1944 667">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 667 1234 992"> <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>Civic Literacy: Understanding the local and global implications of civic decisions.</p> </td> <td data-bbox="1234 667 1944 992"> <p>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> </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>Civic Literacy: Understanding the local and global implications of civic decisions.</p>	<p>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>
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<p>Resources/Materials</p>	<p>Texts:</p> <p>Journeys 5th Grade Textbook Lucy Calkins 5th Grade Unit 2: The Lens of History: Research Reports Stonefox by John Reynolds Gardiner Number the Stars by Lois Lowry <> Storyworks Magazines Appropriate Leveled Texts</p> <p>Other Resources:</p> <p>Northwest Tree Octopus Website</p>					

	<p>Mae Jemison Biography Sample (Journeys) ^0</p> <p>Time for Kids Articles</p> <p>Websites for Student Research</p> <p>Paired Texts Interactive Notebooks</p> <p>Hamburger Paragraph PPT</p> <p>Author's Purpose PPT</p> <p>Teacher Writing Models</p> <p>Students Samples</p> <p>Everyday Edits</p> <p>Flocabulary Subscription</p> <p>NewsELA</p> <p>CommonLit</p>
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Instructional Unit Map			
Course Title: ELA 5th grade			
Unit Title	Nonfiction and Argumentative Writing		<p>Start Date: Mid-April</p> <p>Length of Unit: 45 days</p>
Content Standards <i>What do we want them to know, understand, & do?</i>	<p>Power Standards:</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.5.3.</p>	Learning Goals	

	<p>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.5.1 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: 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</p>		
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	<p>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.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</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</p>		
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	<p>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</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>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>		
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	<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.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</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>		
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	<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</p>		
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	of discipline-specific tasks, purposes, and audiences.		
Essential Questions	<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 readers use text and graphic features to enhance their understanding and interpretation of a nonfiction text?</i></p> <p><i>How does the use of domain specific vocabulary further a reader's understanding of a text's main idea and supporting details?</i></p> <p><i>How can a writer's own experiences and feelings influence his writing?</i></p>		
Assessments <i>How will we know they have gained the knowledge & skills?</i>	Formative	Summative	Alternative
	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	Unit Test Reference Sources Quiz Text and Graphic Features Quiz Grammar Quizzes Novel Test	Oral Reading and Writing Conferences Choice Board for Novel
Unit Pre-Assessment(s) <i>What do they already know?</i>	Opinion Essay Pre-Assessment Nonfiction Text Pre-Assessment		
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Modeling ● Guided Practice ● Graphic Organizers 		

	<ul style="list-style-type: none"> ● 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 -Use native language for directions -Read directions aloud -Clarify/reword directions -Highlight/underline key words 	<ul style="list-style-type: none"> -Additional time -Vary test formats -Highlight key directions -Allow redos/retakes -Provide study guides 	<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 	<ul style="list-style-type: none"> -Tiered assessments -Multiple texts (leveled texts) -Choice board -Literature circles

	-Simplify language -Single step directions -Additional time -Oral testing -Accept short answers	-Books on tape -Oral testing -Pace long-term projects -Read passages aloud	-Small group instruction	
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		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.			
Integration of Technology SAMR	-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.			
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	<p>CRP11- Use technology to enhance productivity.</p> <p>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.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p>Themes Skills</p>	
	<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>Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as it relates to air, climate, land, food, energy, water, and ecosystems.</p>	<p>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>
<p>Resources/Materials</p>	<p>Texts: Journeys 5th Grade Textbook Lucy Calkins 5th Grade Unit 4: The Research-based Argument Essay Holes by Louis Sachar The BFG by Roald Dahl Hatchet by Gary Paulson Storyworks Magazines Appropriate Leveled Texts</p> <p>Other Resources: Time for Kids Articles Websites for Student Research Text and Graphic Features Interactive Notebooks</p>	

	T.H.I.E.V.E.S. PPT Teacher Writing Models Students Samples Everyday Edits Flocabulary Subscription NewsELA CommonLit
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