



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey 07081

English Language Arts Grade 5

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

*Springfield Board of Education
Approved July 29, 2024*

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

139 Mountain Avenue, Springfield, NJ 07081 • mcalas@springfieldschools.com • 973.376.1025

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'Michelle Calas', is written over a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



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Springfield Public Schools **Springfield, New Jersey**

Rachel Goldberg
Superintendent of Schools

Erica Scudero
Assistant Superintendent

Curriculum Developed By:

Alyssa Grobarz

LeEtta Palumbo



Unit Overview Template

Content Area: ELA **Grade Level:** 5 **Unit Title:** Unit 1- Journeys

Unit Summary: Students will engage in informational text, poetry, and narrative writing.

Primary Interdisciplinary Connections:

21st Century Themes **X** Creativity and Innovation **X** Critical Thinking and Problem Solving **X** ICT Literacy
X Information Literacy **X** Life and Career Skills **X** Communication and Collaboration **X** Media Literacy

Unit Rationale: Students will learn how journeys change us.

Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Learning Targets

Standards: NJSLs: Reading, Writing, Speaking and Listening, Language, Technology, and World Language

Content Statements: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity, Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing, Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use.

CPI#:	Cumulative Progress Indicator (CPI):
W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.NW.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.NW.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.NW.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.NW.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.NW.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.AA.5.7	



RI.IT.5.3	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RL.PP.5.5	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RI.CI.5.2	Describe how a narrator's or speaker's point of view influences how events are described.
	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
L.WF.5.2.H	Spell grade-appropriate words correctly, consulting references as needed.
L.KL.5.1.B	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
7.1.NM.IPR ET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. Unit E
Unit Essential Questions: • What motivates people to leave a place they call home? • What can scientists discover by traveling to distant places? • What do journeys teach us about ourselves? • What inspires people to start a journey? • How can new places change the way a person sees the world?	
Unit Enduring Understandings: • Collaborate with others to determine how journeys change us. • Know about different types of informational text and understand their structures and features. • Use elements of narrative writing to write a personal narrative.	
Unit Learning Targets: Students will....	



- Analyze main idea and details
- Use text evidence
- Analyze text features
- Make inferences
- Understand point of view
- Explain sound devices and figurative language
- Analyze text structure
- Write a personal narrative



Evidence of Learning

Summative Assessment: Weekly Selection Test

Equipment Needed: Consumable textbook, online access

Teacher Resources: Teacher edition, assessments, supplemental material

Formative Assessments:

- Spelling
- Grammar
- Unit Baseline Tests
- Weekly Selection Tests- vocabulary, comprehension, and open-ended
- Weekly Writing based on unit prompt



Lesson Plans

Lesson	Time Frame
Lesson 1 Main Idea and Details	5 periods
Lesson 2 Text Features	5 periods
Lesson 3 Narrative Writing	10-15 periods

Teacher Notes:

Refer to growth and fixed mindset learner behaviors, and executive functioning skills.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pearsonrealize.com



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Main Idea & Details Time Frame: 5 periods

Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy **X** Health Literacy

21st Century Skills

X Creativity and Innovation **X** Critical Thinking and Problem Solving **X** Information Literacy
X Life and Career Skills **X** Communication and Collaboration **X** Media Literacy **X** ICT Literacy

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: Projector, laptop, iPads

Equipment Needed: Projector, laptop, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Analyze Main Ideas and Details - Use Text Evidence	Lesson Sequence - Review skill: main idea and details with graphic organizer and presentation slides and examples - Complete main idea task cards practice activity - Read “The Path to Paper Son” as a class and model and collaborate on the main ideas and supporting details, incorporating text evidence. - Have students or partners read “Louise Share Kim, Paper Son” and complete the main idea and detail organizer.	- Consumable Textbook - Main Idea Graphic Organizer - Selection Test



Differentiation:

Record or glue main idea and supporting details example into ELA notebooks, think-pair-share prior to responding to questions, scaffolding and gradual release of skill

Resources Provided:

- myView consumable textbook
- Main Idea Graphic Organizer



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Text Features Time Frame: 5 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: Projector, laptop, iPads

Equipment Needed: Projector, laptop, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Learn more about informational texts by analyzing text features	Lesson Sequence - Present Text Features GoogleSlides presentation and glue in guided notes to ELA notebook - Complete Text Feature Scavenger Hunt using textbooks, magazines, books, etc. - Read myView <i>Life on Earth- and Beyond</i> and identify text features and their contribution to the reader's understanding of the text - Complete myView Read like a Writer: Analyze Text Features	- Consumable Textbook - Text Features Scavenger Hunt - Selection Test
Differentiation: Record or glue main idea and supporting details example into ELA notebooks, think-pair-share prior to responding to questions, scaffolding and gradual release of skill		



Resources Provided:

- myView consumable textbook
- Text Features Guided Notes
- Text Features Scavenger Hunt



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Narrative Writing Time Frame: 10- 15 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, SEL

Integration of Technology: GoogleDocs, Google Classroom, YouTube

Equipment Needed: iPads, Teacher Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Use elements of narrative writing to write a narrative story - Understand and create plots elements	Lesson Sequence - Plot GoogleSlides presentation and notes - Pixar YouTube short film plot diagrams practice (glue examples in ELA notebook) - Introduce narrative task and have students complete brainstorming worksheet - Complete plot pre-writing - Compose first drafts - Peer edit using rubric - Edit and revise for second drafts - Meet with teacher for feedback on draft 2 - Revise and complete final draft - Complete storybook based on narrative with	- Narrative Rubric - Plot diagram practice - Writer's Workshop



	pictures to read to a third grade class	
Differentiation: Allow for guided organizers, show examples and exemplars, peer edit examples as a class to scaffold		
Resources Provided: • Narrative Task and Rubric • myView Consumable Textbook		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 5	Unit Title: Unit 1: Journeys
Created: June 2024	Board Approved on:	



Unit Overview Template

Content Area:	ELA	Grade Level:	5	Unit Title:	Unit 2 - Observations
Unit Summary: Students will learn through observations.					
Primary Interdisciplinary Connections: Social Studies					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale: Students can collaborate with others to explore how we learn through observations.					
Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.					

Learning Targets

Standards: NJSLS: Reading, Writing, Speaking and Listening, Language, Technology, and World Language.	
Content Statements: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity, Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing, Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use.	
CPI#:	Cumulative Progress Indicator (CPI):
L.WF.5.2	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
L.KL.5.1	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.IW.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
W.IW.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.5.2.E	Provide a conclusion related to the information of explanation presented.



RF.5.4.A	Read grade-level text with purpose and understanding.
RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described.
SL.PE.5.1.B	Follow agreed-upon roles for discussions and carry out assigned roles.
SL.PI.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
7.1.NM.IPR ET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

Unit Essential Questions:

- How do we learn through observations?
- Why do scientists explore and study oceans?
- What can people do to protect species from a changing environment?
- How can careful observation help a person survive?
- What can we learn from studying animals in their natural habitat?
- What are some different ways people can observe and protect wildlife?

Unit Enduring Understandings:

- Collaborate with others to explore how we learn through observations.
- Know the different types of informational text and understand their structures and features.
- Use elements of informational writing to write an informational article.

Unit Learning Targets:

Students will....

- Evaluate and interpret
- Explain author's purpose
- Evaluate details



- Analyze text structure
- Monitor comprehension
- Analyze point of view
- Generate questions
- Explain relationships between ideas
- Confirm or correct predictions
- Analyze argumentative texts
- Synthesize information



Evidence of Learning

Summative Assessment: Weekly Selection Test

Equipment Needed: Consumable textbook, online access

Teacher Resources: Teacher edition, assessments, supplemental material

Formative Assessments:

- Spelling
- Grammar
- Unit Baseline Tests
- Weekly Selection Tests- vocabulary, comprehension, and open-ended
- Weekly Writing based on unit prompt



Lesson Plans

Lesson	Time Frame
Lesson 1 Author's Purpose	5 periods
Lesson 2 Point of View	5 periods
Lesson 3 Argumentative Texts	5-10 periods

Teacher Notes:

Refer to growth and fixed mindset learner behaviors, and executive functioning skills.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pearsonrealize.com



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Author's Purpose Time Frame: 5 periods

Lesson Components

21st Century Themes

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

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: Google Classroom, PearsonRealize

Equipment Needed: Teacher laptop, iPads, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Learn more about informational text by analyzing author's purpose	Lesson Sequence - Author's purpose GoogleSlides and glue in guided notes - Author's purpose task cards in partners, record answers - Read myView <i>Far from Shore</i> and identify author's purpose - Small groups- MyFocus Reader: <i>The Ocean Explorer</i>	- Selection Test - Consumable myView Pages - Author's Purpose Task Cards
Differentiation: Guided notes, scaffolding, differentiated small group texts as needed, preferential partnering		
Resources Provided: - myView Consumable Textbooks - MyFocus Readers - Author's Purpose Task cards		



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Point of View Time Frame: 5 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: Google Classroom, PearsonRealize

Equipment Needed: iPads, Teacher Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Learn more about the theme Observations by understanding point of view in realistic fiction.	Lesson Sequence - POV GoogleSlides Presentation & Guided Notes - Read or listen to Cinderella on YouTube and <i>Seriously, Cinderella is SO Annoying!</i> Analyze point of view vs. perspective - Point of View Task Cards Around the Room Activity - Read myView <i>Hatchet</i> analyze point of view	- Selection Test - Consumable myView Pages - POV Quiz
Differentiation: Guided notes, scaffolding, preferential partnering, leveled texts		
Resources Provided: - myView Textbook - Point of View Task Cards - PearsonRealize		



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Argumentative Texts Time Frame: 5-10 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Social Studies, Science, Math, SEL

Integration of Technology: PearsonRealize, Google Classroom, GoogleDocs

Equipment Needed: iPads, Teacher Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn more about the theme of Observations by analyzing argumentative texts. - Use what was learned about argumentative texts to write an informational article.	Lesson Sequence - Analyze myView Argumentative Texts: <i>Let Wild Animals Be Wild</i> and <i>Don't Release Animals Back to the Wild</i> - Read Scholastic News Article of choice- review text features and structure from last unit - Allow students to work through the writing process to create an informative argumentative article. - Brainstorm and pre-writing template with text feature choices. - Students can create their article on GoogleDocs or	- Informative Article Rubric - Selection Test - myView Consumable Textbook Pages



	GoogleSlides, must include text features. 6. Optional peer editing or teacher writer's conference with rubric. 7. Share final drafts amongst class.	
Differentiation: Writing support, sentence templates, examples and models, peer editing/support		
Resources Provided: • myView Consumable Textbook • Scholastic News Articles		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 5	Unit Title:	Unit 2 - Observations
Created: June 2024		Board Approved on:	



Unit Overview Template

Content Area:	ELA	Grade Level:	5	Unit Title:	Unit 3 - Reflections
Unit Summary: This unit discusses how the experience of others reflects our own.					
Primary Interdisciplinary Connections:					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale: Students will be able to analyze fictional texts and poetry to understand how the experiences of others reflect our own.					
Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.					

Learning Targets

Standards: NJSLS: Reading, Writing, Speaking and Listening, Language, Technology, and World Language	
Content Statements: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity, Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing, Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use.	
CPI#:	Cumulative Progress Indicator (CPI):
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.AW.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.AW.5.1.D	Provide a conclusion related to the opinion presented.
L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context.
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.



RL.MF.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.WF.5.2.H	Spell grade appropriate words correctly, consulting references as needed.
L.VL.5.2.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.VI.5.3.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
7.1.NM.IPR ET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

Unit Essential Questions:

- How do the experiences of others reflect our own?
- What can we learn from the experiences of older generations?
- What are some different ways in which people can reach a goal?
- How are the experiences of people in ancient times similar to those of people in the modern world?
- What can our families teach us about ourselves?
- How does art reflect people's experiences?

Unit Enduring Understandings:

- Collaborate with others to explore how the experiences of others reflect our own.
- Know about different types of fiction and understand their elements.
- Use elements of opinion writing to write an essay.

Unit Learning Targets:

Students will....

- Analyze characters
- Make connections
- Analyze plot elements
- Summarize
- Explain literary structure
- Synthesize information



- Explain figurative language
- Visualize
- Infer multiple themes
- Confirm or correct predictions



Evidence of Learning

Summative Assessment: Selection Tests

Equipment Needed: Consumable textbook, online access

Teacher Resources: Teacher edition, assessments, supplemental material

Formative Assessments:

- Spelling
- Grammar
- Unit Baseline Tests
- Weekly Selection Tests- vocabulary, comprehension, and open-ended
- Weekly Writing based on unit prompt



Lesson Plans

Lesson	Time Frame
Lesson 1 Analyze Characters	5 periods
Lesson 2 Figurative Language	5 periods
Lesson 3 Agents of Change	15 periods

Teacher Notes:

Refer to growth and fixed mindset learner behaviors, and executive functioning skills.

Tradebook and Novel connections: *Lily's Crossing*

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pearsonrealize.com



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Analyze Characters Time Frame: 5 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, SEL

Integration of Technology: PearsonRealize, Google Classroom, GoogleSlides

Equipment Needed: iPads, Teacher Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Learn about realistic fiction by analyzing characters.	Lesson Sequence - Use the current class novel to complete a character map of the main character- character traits with text evidence. - Read myView <i>Love, Amalia</i> and analyze character. - Create poster character maps including drawing of character, character traits, thoughts feelings and actions of character with text evidence.	- Selection Test - Character Map Posters
Differentiation: Guided notes, scaffolding, preferential partnering, leveled texts		
Resources Provided: - myView Consumable Textbook - Class Novels		



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Figurative Language Time Frame: 5 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: SEL, Writing

Integration of Technology: Google Classroom, PearsonRealize, GoogleSlides

Equipment Needed: iPads, Teacher Laptop, Projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn more about the theme of Reflections by reading poetry. - Understand and use figurative language.	Lesson Sequence - Figurative language GoogleSlides interactive presentation & guided notes (glue in notebooks). - Decoding figurative language highlighter articles and glue in notebook. - Read myView Poetry Collection and find and analyze examples of figurative language. - Create student poetry books using different types of poetry and including figurative language.	- Selection Text - Poetry Books
Differentiation: Sentence starters, poetry templates, guided notes		



Resources Provided:

- myView Consumable Textbook
- Figurative Language Highlighter Articles
- PearsonRealize



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Agents of Change Time Frame: 12-15 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☒ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Social Studies, SEL

Integration of Technology: Google classroom, Google Suite

Equipment Needed: projector/Promethean board, iPads, slide presentation applications, iMovie, etc.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine the main ideas of text/media and explain how they are supported by key details; summarize the text. - Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. - Use information and knowledge to respond in writing using evidence from text and reasoning to support ideas, opinions and/or conclusions. - Analyze quotes for meaning and reflect to	Lesson Sequence - Review vocabulary: activists, human rights, discrimination, social change - Watch video: Students will write their “thought bubbles” in a notebook. - Read about it - EPIC : Real Kids, Real Stories, Real Change: Courageous actions around the world by Garth Sundem. - Learning about Kids who promote positive social change activity. - Connection and Conclusion Activities: create a digital presentation promoting	- Agent of change work plan - Student Notes - Digital Presentation



determine the impact of the quote on how it can change other's perspectives. • Share their perspective on problems/issues in their world. • Identify facts about these problems or issues. • Research and think deeply about causes/effects to determine people and populations who are affected by problems or issues in their world. • Create a digital presentation. •	something they wish to change in a positive way.	
Differentiation: Who, What, When and Where prompts; Small group guided reading; Review of Key Words; Graphic Organizers; Sentence Frames.		
Resources Provided: • KIDS Making Change - Positive Social Change Plan		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 5	Unit Title: Reflections
Created: June 2024	Board Approved on:	



Unit Overview Template

Content Area:	ELA	Grade Level:	5	Unit Title:	Unit 4 - Liberty
Unit Summary: What does it mean to be free? Reading historical fiction, summarizing informational texts, and analyzing surveys will help students explore what freedom means to different people.					
Primary Interdisciplinary Connections: Social Studies					
21st Century Themes X Creativity and Innovation X Critical Thinking and Problem Solving X ICT Literacy X Information Literacy X Life and Career Skills X Communication and Collaboration X Media Literacy					
Unit Rationale: The concept of liberty has different meanings for everyone. By understanding this principle, students are able to develop empathy for others that are different from themselves.					
Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.					

Learning Targets

Standards: NJSLs - Reading, Writing, Speaking and Listening, Language, Technology, and World Language.	
Content Statements: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity, Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing, Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use.	
CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.



RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.AW.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
W.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W.AW.5.1.D	Provide a conclusion related to the opinion presented.
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.PI.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
7.1.NM.IPR ET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

Unit Essential Questions:



- What does it mean to be free?
- Why should people work together to help others achieve freedom?
- How can ordinary people contribute to a fight for freedom?
- What can governments do to protect our freedoms?
- What are some things people can do when their freedom is limited?
- How can going to a new place give a person new opportunities?

Unit Enduring Understandings:

- History has multiple accounts of others fighting for liberty and freedom.
- Infer multiple themes within historical fiction and informational texts.
- Diverse cultures have similar relationships and meanings for liberty.
- Emigration can bring opportunities for those seeking liberty.
- Freedom has different meanings for everyone.

Unit Learning Targets:

Students will....

- Analyze characters by evaluating details.
- Infer multiple themes by monitoring comprehension.
- Interpret text structure to summarize.
- Generate questions to explain relationships between ideas.
- Make inferences to explain Author's Purpose.
- Research and create a survey to collect data.
- Use primary and secondary sources to research.
- Write, publish and present data and information.



Evidence of Learning

Summative Assessment: Weekly Selection Tests; Unit Tests; iReady

Equipment Needed: iPads, Promethean Board, Consumable textbook, online access

Teacher Resources: [SavvasRealize.com](https://www.savvasrealize.com), Google Classroom, Google Suite, myView Literacy, iReady.com

Formative Assessments:

- Student Interactive Textbook
- Exit Tickets: genre, comprehension, vocabulary
- Written and verbal responses to essential questions
- Word Study/Spelling assessments
- Standards practice pages for conventions



Lesson Plans

Lesson	Time Frame
Lesson 1 Historical Fiction	6-8 class periods
Lesson 2 Opinions	6-8 class periods
Lesson 3 Survey: What It Means to be Free	10-15 class periods

Teacher Notes:

Possible Tradebook/Novel Connections: *Across the Wide and Lonesome Prairie*, *Guns for General Washington: A Story of the American Revolution* (Book Club), *The Drinking Gourd*.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grade5.pdf

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

<https://www.savvasrealize.com>

<https://www.canva.com>

<https://flipgrid.com>



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Historical Fiction Time Frame: 6-8 class periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Social Studies, Slavery, American Revolution, Westward Expansion

Integration of Technology: Use Canva to create infographic/anchor chart; iMovie to create book talk about historical fiction book, Google Classroom, Google Suite

Equipment Needed: Promethean Board, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical and diverse literary texts. - Establish purpose for reading assigned and self-selected texts.	Lesson Sequence - Elements of historical fiction: Genre video on SavvasRealize - Find and identify examples of historical fiction in literature. - Use the author's purpose and plot to analyze elements of historical fiction. - Identify related words to discuss genre: authentic dialogue, details, voice, theme, historical events. - Establish purpose for reading historical fiction. - Styles of writing that can fit the genre of historical fiction.	- Student Interactive Text - Exit Ticket - Reading Conferences
Differentiation: Anchor charts, Turn Talk Share, Genres of Fiction flow charts, Sentence/Question Stems, Compare and share,		



Resources Provided:

- Student Interactive Text: “Keeping Mr. John Horton Alive,” *The Scarlet Stockings Spy*, *Ezekiel Johnson Goes West*.
- Anchor Charts
- SavvasRealize.com
- iPads



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Opinions Time Frame: 6-8 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Slavery, Colonial Resistance, Westward Expansion

Integration of Technology: Posting questions and responses to discussion boards (i.e. jamboard, flip), Google Classroom, Google Suite

Equipment Needed: Promethean Board, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Listen actively to verbal messages, observe nonverbal messages, ask relevant questions and make pertinent comments. - Discuss specific ideas in the text that are important to the meaning. - Compose argumentative responses linking opinions to reasons using words, phrases and clauses. - Provide a concluding statement related to opinion.	Lesson Sequence - Forming opinions. - Listening carefully to determine topic, ideas, meaning of conversation. - Questioning: Types of questions to clarify meaning. - Connect reasons to opinions that make sense. - Using evidence from reading to support opinion using quotations from text. - Write responses to essential questions.	- Student Interactive Pages - Observation of student engagement in discussion. - Written response to essential questions.
Differentiation: Sticky notes with guided questions; Question stems; Sentence frames; Role-Play, Turn Talk Share, Fishbowl.		



Resources Provided:

- Student Interactive Text: “Keeping Mr. John Horton Alive,” *The Scarlet Stockings Spy*, *Delivering Justice*, *Ezekiel Johnson Goes West*.
- SavvasRealize.com
- iPads



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Survey: What It Means to Be Free Time Frame: 10-15 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Social Studies, Civics

Integration of Technology: Research links for Primary and Secondary Sources, Google forms to create survey or other survey creation tools, presentation software such Google Slides, Prezi, Powtoon.

Equipment Needed: projector/Promethean board, iPads, slide presentation applications, iMovie, etc.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Write informative and explanatory pieces using text evidence to support ideas and responses - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. - Interact with sources in meaningful ways such as note taking, annotating, free writing or illustrating. - Evaluate details to determine key ideas that are meaningful and related to the topic.	Lesson Sequence - Compare Texts from Unit 4 - Liberty and Inquire: Read Research Texts - Explore and Plan to Conduct Research: Informational Writing; Determine survey questions. - Collaborate and discuss student models; Refine Research with primary and secondary sources. - Extend Research: Using online survey tools and review to revise. - Collaborate and Reflec: Share knowledge of surveys that answer project questions.	- Student Interactive Pages - Drafts of surveys and written compositions. - Presentation using 4 point project rubric.



- Compose information texts, including brief composition that convey information about a topic, using a clear central idea and genre characteristics and craft.
- Publish and report on a topic in an organized way that connects to their intended audience.

Differentiation: Who, What, When and Where prompts; Small group guided reading; Review of Key Words; Graphic Organizers; Sentence Frames.

Resources Provided:

- Research Articles: Experiencing Freedom; You Can Quote Me!; Tomas Paine's Legacy
- Primary Sources: Historic Photograph of Ellis Island; The New Colossus; The Bill of Rights.



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 5	Unit Title: Liberty
Created: June 2024	Board Approved on:	



Unit Overview Template

Content Area:	ELA	Grade Level:	5	Unit Title:	Unit 5 - Systems
Unit Summary: Earth's systems are constantly changing. Human interactions within these systems influence change and affect the processes of these systems.					
Primary Interdisciplinary Connections: Social Studies/Science					
21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale: Reading informational texts, analyzing informational media, and comparing this to historical fiction can help us to understand our connection to and responsibility to maintain the systems of the Earth.					
Career Readiness (Standard 9): Standard 9.4 Life Literacies and Key Skills: This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.					

Learning Targets

Standards: NJSLS - Reading, Writing, Speaking and Listening, Language, Technology, and World Language.	
Content Statements: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity, Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing, Conventions of Standard English, Knowledge of Language, Vocabulary Acquisition and Use.	
CPI#:	Cumulative Progress Indicator (CPI):
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RL.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals,



RI.TS.5.4	events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RI.PP.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.MF.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
RI.AA.5.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.CT.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).
W. NW.5.3	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
W.WP.5.4	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.WP.5.4.A	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.WP.5.4.B	Consider audience, purpose, and intent before writing.
W.WP.5.4.C	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.5.4.D	Consider writing as a process, including self-evaluation, revision and editing.
W.WP.5.4.E	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.WR.5.5	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.SE.5.6	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.RW.5.7.	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
SL.PE.5.1	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.II.5.2	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.
	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).



SL.II.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.PI.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
7.1.NM.IPR ET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPR ET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

Unit Essential Questions:

- How do elements of systems change?
- How do rocks form and change over time?
- What can cause water to change form?
- How can Earth's change affect where and how we live?
- How do human actions create and change cycles?
- How much should people try to influence natural elements?

Unit Enduring Understandings:

- Geological processes are constantly changing Earth's surface, but this provides useful resources.
- Earth's water changes forms because of Earth's cycles.
- Systems in nature can be destructive therefore affecting how and where humans live.
- Human consumption of resources should be managed to protect Earth's systems.
- Nature has cycles to keep it healthy, but people need to manage nature to prevent destruction.

Unit Learning Targets:

Students will....

- Use domain specific Science vocabulary accurately and effectively when speaking and writing about scientific topics.



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- Identify main ideas and details in informational texts and media.
- Make connections to informational texts to build knowledge and understanding.
- Interpret text features of informational texts to locate information.
- Make inferences from an author's connotations of historical events.
- Compare and contrast accounts of the same topic to confirm and support opinions.
- Analyze graphic features in text to determine meaning.
- Analyze argumentative texts written in first person point of view.



Evidence of Learning

Summative Assessment: Weekly Selection Tests; Unit Tests; iReady

Equipment Needed: iPads, Promethean Board, Consumable textbook, online access

Teacher Resources: [SavvasRealize.com](https://www.savvasrealize.com), Google Classroom, Google Suite, myView Literacy, iReady.com

Formative Assessments:

- Student Interactive Textbook
- Exit Tickets: genre, comprehension, vocabulary
- Written and verbal responses to essential questions
- Word Study/Spelling assessments
- Standards practice pages for conventions



Lesson Plans

Lesson	Time Frame
Lesson 1 Informational Texts & Media	4-5 periods
Lesson 2 Academic Vocabulary	5-6 periods
Lesson 3 Tree Poetry	10-12 periods

Teacher Notes:

Tradebook and Novel Connections: *Rachel Carson, Journey to the Center of the Earth, One and Only Ivan, Hoot.*

Multimedia connections: DisneyNature-Chimpanzee

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

https://www.nj.gov/education/standards/ela/Docs/2016NJSLS-ELA_Grade5.pdf

<https://www.nj.gov/education/standards/clicks/Docs/2020NJSLS-CLKS.pdf>

<https://www.savvasrealize.com>

TED Talk: [What happens if you cut down all of a city's trees?](#)

VOX: [Why Cities Should Plant More Trees](#)



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Informational Text & Media Time Frame: 4-5 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☒ ICT Literacy

Interdisciplinary Connections: Science, Natural Resources

Integration of Technology: Google Classroom, Google Suite

Equipment Needed: Promethean Board, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize characteristics and structure of informational texts. - Interact with sources in meaningful ways such as note taking, annotating, free writing or illustrating. - Recognize characteristics of digital texts.	Lesson Sequence - Elements of Informational Text: Anchor Chart, Genre Video - Annotate texts by highlighting, underlining, circling, etc. to make connections and confirm comprehension. - Identify types of informational texts and media.	- Student Interactive Text - Exit Ticket - Reading Conferences
Differentiation: Question and investigate texts in small group guided inquiry, graphic organizers and anchor charts provided for quick reference, point and talk, intervention groupings		
Resources Provided: - Student Interactive Text: <i>Rocks and Fossils</i>, <i>Earth's Water Cycle</i>, <i>"Let's Talk Trash"</i> and <i>"It's Time to Get Serious About Reducing Food Waste, Feds Say"</i> - Anchor Charts - SavvasRealize.com - iPads		



Lesson Plan 2 Template

Content Area: ELA Lesson Title: Academic Vocabulary Time Frame: 5 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Cognates, World Language

Integration of Technology: Google Classroom, Google suite, online dictionaries and thesaurus.

Equipment Needed: Promethean Board, iPads

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Use print or digital resources to determine meaning, syllabication, pronunciation and word origin. • Respond using newly acquired vocabulary as appropriate. • Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words. • Determine to clarify the meaning of unknown multiple-meaning words and phrases based on	Lesson Sequence 1. Related Words: affixes to root or base words 2. Synonyms and Antonyms 3. Context Clues 4. Analogies 5. Parts of Speech	• Student Interactive Text • Exit Ticket • Reading Conferences



grade 5 reading and
content.

Differentiation:

Peer partnerships, think aloud modeling, word origins, sentence stems

Resources Provided:

- Student Interactive Text
- Dictionaries
- Thesauruses
- SavvasRealize.com
- iPads



Lesson Plan 3 Template

Content Area: ELA Lesson Title: Tree Poetry Time Frame: 10-12 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☒ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Natural Resources, Health

Integration of Technology: Google Classroom, Google Suite, Multimedia links for research.

Equipment Needed: projector/Promethean board, iPads, slide presentation applications, iMovie, etc.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify basic concepts about trees, such as their parts, characteristics, and life processes. - Analyze why trees are important to natural and man-made environments. - Write a composition about the beauty, benefits and contribution of trees.	Lesson Sequence - Vocabulary: benefit (helpful), beauty (pleasing) and contribution (give or supply) - Why are trees important to man-made environments? Watch - teacher choice. Students take notes about the benefits of trees. - Read - Why are trees important to natural environments? Read/Watch together and Discuss (Teacher choice) Add to notes about the benefits of trees.	- Notebook Notes - Rough drafts - Revisions



- | | | |
|--|--|--|
| | <ol style="list-style-type: none">4. Types of poetry - analysis.5. What poetry sounds like and looks like.6. Write: Tree Poetry - Opt: Union County Arbor Day Contest. | |
|--|--|--|

Differentiation:

Allow for guided organizers, show examples and exemplars, peer edit examples as a class to scaffold. Small groups/partners read aloud to hear patterns.

Resources Provided:

- TED Talk: [What happens if you cut down all of a city's trees?](#)
- VOX: [Why Cities Should Plant More Trees](#)
- Read - Why are trees important to natural environments? Read/Watch together and Discuss (Teacher choice) Add to notes about the benefits of trees.
- [Guided Poetry Presentation](#) to teach Haiku, Cinquain and Limerick Poetry.



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: ELA	Grade Level: 5	Unit Title: Systems
Created: June 2024	Board Approved on:	



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

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



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.