



ESL
SCIENCE
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WORLD LANGUAGES
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TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Course: English Language Arts

Grade Level: 5

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

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Subject/Course Title:
**English Language Arts
Grade 5**

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RAHWAY PUBLIC SCHOOLS CURRICULUM

English Language Arts: Reading Grade 5

PACING GUIDE

Unit	Title	Pacing
1	Exploring Perspectives Through Literature and Nonfiction	8 weeks
2	Examine Literary and Informational Texts: Analyzing Themes, Perspectives, and Meaning	10 weeks
3	Unlocking Textual Insights: Analyzing Key Details, Structures, and Relationships	10 weeks
4	Analyzing Texts: Understanding Structure, Context, and Evidence	7 weeks

HWAY PUBLIC SCHOOLS CURRICULUM

English Language Arts: Writing Grade 5

PACING GUIDE

Unit	Title	Pacing
1	Crafting Captivating Narratives: Exploring the Art of Storytelling	8 weeks
2	Unveiling the Power of Words: Analysis, Persuasion, and Sharing Your Voice	10 weeks
3	Decoding the Message: Mastering Analysis, Argument, and Communication in Writing	10 weeks
4	Opinion Writing: Crafting Persuasive Essays	7 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes.

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Exploring Perspectives Through Literature and Nonfiction

Target Course/Grade Level: 5

Unit Summary: In this unit, fifth-grade students will explore various texts across genres, focusing on essential skills aligned with New Jersey ELA standards. Through activities like Read Aloud and mini-lessons, students will practice active listening and engage in constructive conversations. Students will learn to accurately quote from texts, make relevant connections, and draw inferences while analyzing the impact of individuals and events. They'll use tools like close reading, annotation, and graphic organizers to deepen their understanding. By the end, students will have strengthened their abilities in identifying main ideas, analyzing details, and making connections, enhancing their reading comprehension and critical thinking skills.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

READING:

- **RL.CR.5.1:** Quote accurately from a text to support analysis of what the text says explicitly and make relevant connections when drawing inferences in literary text. (Close reading, citing evidence)
- **RI.CR.5.1:** Quote accurately from a text to support analysis of what the text says explicitly and make relevant connections when drawing inferences in informational text. (Close reading, citing evidence)
- **RL.CI.5.2:** Determine the central idea/theme of a text and explain how it is supported by key details in literary text. (Summarizing and identifying main ideas/themes)
- **RI.CI.5.2:** Determine the central idea/theme of a text and explain how it is supported by key details in informational text. (Summarizing and identifying main ideas/themes)
- **RL.IT.5.3** Analyze the impact of characters, events, or ideas throughout the text, comparing and contrasting based on textual evidence in literary text.
- **RI.IT.5.3:** Analyze the impact of characters, events, or ideas throughout the text, comparing and contrasting based on textual evidence in informational text. (Text analysis and drawing connections)

WRITING:

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.

- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.

- **W.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.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. 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.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **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.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CL.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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- by engaging in close reading, annotation, and discussion, students will develop a deeper understanding of textual meaning across genres.
- through analysis of main ideas, themes, and supporting details, students will learn to make connections and draw inferences from textual evidence.
- by examining the impact of individuals and events on narratives, students will enhance their critical thinking and analytical skills.
- by effectively quoting from texts, explaining explicit content, and summarizing texts, students will strengthen their language and literacy skills.

Unit Essential Questions:

- How do we establish effective routines and procedures to maximize our learning?
- How do we accurately quote and connect ideas in literature to understand its meaning?
- How do we find the main message of a story and show how the details support it, while also summarizing what we read?
- How do characters and events influence a story, and how can we compare them to better understand the text?
- How do we quote accurately from informational texts and draw relevant inferences to better understand and connect with the text?
- How can we identify the central idea of an informational text, analyze the role of key details in supporting it, and effectively summarize the text?
- How do the interactions between key individuals and events shape the development of ideas and concepts within historical, scientific, or technical texts?
- How can we understand a text's meaning by examining its main ideas, supporting details, and the impact of individuals and events, while also making connections and drawing inferences from evidence in both fiction and nonfiction texts?

Knowledge and Skills:

Students will know...

- how to identify key details and supporting evidence in both fiction and nonfiction.
- how to use textual evidence to support claims and inferences.
- how to draw logical inferences based on details and prior knowledge.
- how to understand the difference between directly stated information and inferences.
- how to identify the main topic and key details in fiction and nonfiction.
- how to distinguish between main ideas and supporting details.
- how to paraphrase information from the text in a concise summary.
- how to identify the who, what, when, where, why, and how of the text.
- how to identify key characters and events in both fiction and nonfiction.
- how to analyze the motivations, actions, and consequences of characters' choices (fiction).
- how to explain that events move the plot forward and create conflict (fiction).
- how to compare and contrast characters, settings, or events based on specific textual evidence.
- how to analyze the relationship or interaction between individuals, events, ideas, or concepts (nonfiction).

Students will be able to...

Analyze Text and Draw Meaning:

- identify key details, themes, and supporting evidence in both fiction and nonfiction.
- use textual evidence to explain what the text says explicitly and make inferences based on the information.
- analyze the impact of characters, events, and ideas throughout the text.
- compare and contrast characters, settings, or events across different texts.
- draw conclusions and make connections between the texts and their own experiences.

Comprehend and Summarize Information:

- determine the central idea of a text (fiction and nonfiction) and explain how it's supported by details.
- summarize the main points of a text, identifying the who, what, when, where, why, and how.
- distinguish between main ideas and supporting details in various texts.

Develop Critical Thinking and Communication Skills:

- apply close reading strategies to gain a deeper understanding of the text.
- annotate texts to actively engage with the content and track their thinking.
- think critically by analyzing information, making inferences, and drawing conclusions.
- communicate their understanding effectively through written explanations, discussions, and presentations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative Assessments:

- i-Ready Standards Mastery- Support Inferences in Literary Texts: Grade 5
- i-Ready Standards Mastery- Main Ideas, Key Details, and Summaries: Grade 5 (Literary)
- i-Ready Standards Mastery- Main Ideas, Key Details, and Summaries: Grade 5 (Informational)
- i-Ready Standards Mastery- Compare & Contrast Characters, Settings, & Events: Grade 5
- i-Ready Standards Mastery- Use Evidence to Support Inferences: Grade 5
- Unit 1 Assessment

Formative Assessments:

- Inference Graphic Organizer
- Theme Graphic Organizer
- Character Analysis Graphic Organizer
- Central Idea Graphic Organizer
- Open-ended Constructed Responses
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion

- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- White Board Check-ins

RL.CR.5.1.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Support Inferences in Literary Texts
- CommonLit: Basant Birthday

RI.CI.5.1.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Use Evidence to Support Inferences
- CommonLit: What's the Buzz About Bees?

RL.CI.5.2

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Main Ideas, Key Details, and Summaries
- CommonLit: Cafeteria Craze

RI.CI.5.2.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Main Ideas, Key Details, and Summaries
- CommonLit: Tasty Twists: How Candy Canes Are Made

RL.IT.5.3.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Compare & Contrast Characters, Settings, & Events
- CommonLit: One Without the Other

RI.IT.5.3.

- CommonLit: Clash of Cultures: Two Worlds Collide

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Vary Text Complexity:** Offer a range of reading materials with different levels of difficulty to match individual reading abilities. Utilize audiobooks or read-alouds for complex texts.
- **Provide Scaffolds and Supports:** Before tackling challenging texts, introduce key vocabulary or concepts through graphic organizers, visuals, or pre-reading activities.
- **Tiered Assignments:** Design assignments with varying levels of complexity. Students can choose tasks that match their current skill level or collaborate on projects with different components.
- **Choice Boards:** Offer students a selection of activities related to the same concept, allowing them to choose tasks that appeal to their interests or learning styles (e.g., creating a comic strip, writing a poem, building a model).

- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better
- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.

Process Differentiation:

- **Multiple Learning Strategies:** Incorporate various learning activities like discussions, small group work, independent research projects, kinesthetic activities, or technology integration to cater to different learning styles (auditory, visual, kinesthetic).
- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).
- **Tiered Reading Groups:** Create tiered reading groups based on student readiness. Each group reads a different text at an appropriate reading level but focuses on the same skill or standard (e.g., identifying explicit details, determining themes)
- **Socratic Seminars:** Organize Socratic Seminars where students discuss open-ended questions related to a text. Provide different levels of questioning based on student readiness
- **Literature Circles:** Divide students into literature circles where they read and discuss a text together. Each group focuses on a different aspect of the text (e.g., characters, themes) and presents their findings to the class
- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 5:** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and

small-group instruction, as well as one-on-one conferring. (Read to self, work on writing, read to someone, word study, and listen to reading)

- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Pair Share:** Engage students to work together in pairs to discuss and share their thoughts, ideas, or responses to a question or prompt.
- **Small Group Instruction:** Work with students in a small group to differentiate instruction based on students' abilities and provide an opportunity for more personalized attention and support. Small group instruction is often used to reinforce concepts, provide additional practice, or introduce new material in a more interactive and focused setting than whole-class instruction.

Product Differentiation:

- **Multiple Assessment Options:** Provide students with various ways to showcase their learning, such as presentations, written essays, creative projects (poems, songs, artwork), or multimedia presentations.
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.
- **Alternative Assessments:** Allow students to choose from a variety of assessment options to demonstrate their understanding of a text or concept. Options can include written essays, presentations, creative projects, or multimedia projects
- **Literary Analysis Essay:** Have students write a literary analysis essay focusing on a specific aspect of a text (e.g., theme, character development). Provide support and guidance based on individual student needs.
- **Digital Storytelling:** Have students create a digital storytelling project where they retell a story or explain a concept using digital media. This allows for creativity and differentiation in the final product

Additional Differentiation:

- **Interest Integration:** Whenever possible, connect lesson topics to students' interests to enhance engagement and motivation.
- **Technology Integration:** Utilize educational technology tools like online quizzes, graphic organizers apps, or digital storytelling platforms to support learning and cater to diverse needs.
- **Student Choice and Voice:** Empower students to participate in the learning process by offering choices and opportunities to share their insights and preferred learning methods.

RESOURCES

Teacher Resources:

- Unit 1: Reading Pacing Guide
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.CR.5.1:

Mentor Text:

- “The Boy Who Cried Wolf” by Aesop
- “The Test” by Shelby Ostergaard
- "Danza! Amalia Hernandez And Mexico's Folkloric Ballet" by Duncan Tonatiuh
- “Sometimes a Dream Needs a Push” by Walter Dean Myers
- “Two Bad Ants” by Chris Van Allsburg

Resources:

- Questioning Stems
- Inference Graphic Organizer
- Inference Anchor Chart
- “The Boy Who Cried Wolf” by Aesop
- CommonLit- “The Test” by Shelby Ostergaard
- Read Aloud: "Danza! Amalia Hernandez And Mexico's Folkloric Ballet" by Duncan Tonatiuh
- CommonLit- “Sometimes a Dream Needs a Push” by Walter Dean Myers
- “Two Bad Ants” by Chris Van Allsburg Read Aloud
- Constructed Response-RACES
- RACES Rubric

RL.CI.5.2:

Mentor Text:

- “Words with Wings: A Treasury of African-American Poetry and Art” by Belinda Rochelle (AAH)
- “Her Hand That Held the Stars” by Rebecca Birch
- “The Orb” by Rebecca Birch
- “More Than Just A Game: The Black Origins” by Madison Moore (AAH)
- “A Voice Named Aretha” by Katheryn Russell-Brown (AAH)
- “Salt in His Shoes: Michael Jordan in Pursuit of a Dream” by Deloris Jordan (AAH)
- “Baseball Saved Us” by Ken Mochizuki and Dom Lee (AAH)

Resources:

- Questioning Stems

- Theme Graphic Organizer
- Theme Anchor Chart
- Summary Anchor Chart
- “Words with Wings: A Treasury of African-American Poetry and Art”
- “Word with Wings” poem
- “Her Hand That Held the Stars” by Rebecca Birch
- “The Orb” by Rebecca Birch
- “More Than Just A Game: The Black Origins” by Madison Moore
- “Salt in His Shoes: Michael Jordan in Pursuit of a Dream” by Deloris Jordan Read Aloud
- “Baseball Saved Us” by Ken Mochizuki and Dom Lee
- RACES Rubric

RL.IT.5.3:

Mentor Text:

- "The Lion, the Witch, and the Wardrobe" by C.S. Lewis
- “Carrimebac, The Town That Walked” by David Barclay Moore
- "Danza! Amalia Hernandez And Mexico's Folkloric Ballet" by Duncan Tonatiuh
- “Each Kindness” by Jacqueline Woodson (AAH)
- “The Wizard of Oz” by L. Frank Baum

Resources:

- Questioning Stems
- Character Analysis Graphic Organizer
- Character Anchor Chart
- Compare & Contrast Graphic Organizer
- Compare & Contrast Anchor Chart
- "The Lion, the Witch, and the Wardrobe" by C.S. Lewis
Chapter 10
Chapter 11
Chapter 12
Chapter 13
- Read Aloud: "Danza! Amalia Hernandez And Mexico's Folkloric Ballet" by Duncan Tonatiuh
- “Each Kindness” by Jaqueline Woodson
- “The Wizard of Oz” by L. Frank Baum
- “The Wizard of Oz” read aloud chapters 1-6
- RACES Rubric

RI.CR.5.1:

Mentor Text:

- "Child of the Flower-Song People" by Gloria Amescua
- “NASA Mathematician Katherine Johnson” by Heather E. Schwartz
- “Diary of a Teenage Refugee” by Amira
- “What's Wrong With Our Food System” by Birke Baehr (Speech)
- “She Persisted” by Chelsea Clinton

Resources:

- Inference Graphic Organizer
- Inference Anchor Chart

- Child of the Flower-Song People
- “NASA Mathematician Katherine Johnson” by Heather E. Schwartz
- “Diary of a Teenage Refugee” by Amira
- Insight from Syrian Teenage Refugee-CBC News
- “What’s wrong with our food system” by Birke Baehr
- “She Persisted” by Chelsea Clinton
- RACES Rubric

RI.CI.5.2:

Mentor Text:

- “NASA Mathematician Katherine Johnson” by Heather E. Schwartz (AAH)
- "Child of the Flower-Song People" by Gloria Amescua (AAPI)
- “The Problem With Your Sneakers? They’re Built To Last Too Long” By Daliah Singer -Newsela
- “How Scientists Are Using AI to Talk to Animals”- by Sophie Bushwick Newsela
- “Justice for All” by Lynn Rymarz

Resources:

- Questioning Stems
- Central Idea Graphic Organizer
- Central Idea/Main Idea Anchor Chart
- “NASA Mathematician Katherine Johnson” by Heather E. Schwartz
- Child of the Flower-Song People
- “The Problem With Your Sneakers? They’re Built To Last Too Long” -Newsela
- “How Scientists Are Using AI to Talk to Animals”- Newsela
- “Justice for All” by Lynn Rymarz
- RACES Rubric

RI.IT.5.3:

Mentor Text:

- “I Have a Dream” by Martin Luther King, Jr. (Speech) (AAH)
- “How I Harnessed the Wind” by William Kamkwamba (Speech)

Paired Sources:

- Brad Parks: A Man with Dreams by Ruth Hamel
- The Return of Sal Caputo by Timothy Tocher

Paired Sources:

- “Courtney Craven Gamer” *Disability Activist* by Melissa Hart (LGBTQ/D)
- “The Girl Who Listened with Her Feet” by Eve Nadel Catarevas (LGBTQ/D)

Resources:

- Questioning Stems
- “I Have a Dream” speech
- “How I Harnessed the Wind” by William Kamkwamba (Speech)
- William Kamkwamba: 'How I Harnessed the Wind' (TED Talks, 2009)

- Brad Parks: A Man with Dreams by Ruth Hamel
- The Return of Sal Caputo by Timothy Tocher
- “Courtney Craven Gamer” *Disability Activist* by Melissa Hart
- “The Girl Who Listened with Her Feet” by Eve Nadel Catarevas
- RACES Rubric

Equipment Needed:

- Projector
- Student notebooks
- Post-it notes
- Books
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Crafting Captivating Narratives: Exploring the Art of Storytelling

Target Course/Grade Level: 5

Unit Summary: This narrative writing unit empowers fifth graders to craft engaging stories through a structured process, from brainstorming ideas to final presentations. Students will explore the essential elements of strong narratives – well-developed characters, vivid settings, and a captivating plot – while refining their writing skills through revision and self-reflection. Students will develop effective narrative writing techniques using descriptive details and clear event sequences. They will strengthen writing through revision and editing, focusing on clarity, flow, and mechanics. Students will also analyze character motivations, voice, and point of view to craft a richer narrative experience. Lastly, students will utilize storytelling tools to present narratives in engaging formats.

Approximate Length of Unit: 8 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

READING:

- **RL.CR.5.1:** Quote accurately from a text to support analysis of what the text says explicitly and make relevant connections when drawing inferences in literary and informational text. (Close reading, citing evidence)
- **RL.CI.5.2:** Determine the central idea/theme of a text and explain how it is supported by key details in literary and informational text. (Summarizing and identifying main ideas/themes)
- **RL.IT.5.3:** Analyze the impact of characters, events, or ideas throughout the text, comparing and contrasting based on textual evidence in literary and informational text. (Text analysis and drawing connections)

WRITING:

- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- **W.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.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. 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.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **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.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

Writing Process

- students will understand that establishing clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions is crucial for effective writing processes (Procedures and Organization).
- it is important to maintain a clean and organized writing space in facilitating focused and productive writing sessions (Procedures and Organization).
- in order to develop and enhance their writing, they will work on planning, revising, editing, rewriting, or exploring new approaches with guidance and support (W.WP.5.4).
- writing routinely over both extended and shorter time frames will refine their skills and express their ideas more effectively (W.RW.5.7).

Narrative Writing

- narrative basics, including story elements such as plot, characters, setting, conflict, and resolution, are essential components of storytelling (Narrative Basics).
- the process of brainstorming narrative writing ideas for fictional stories is a key step in crafting engaging narratives (Narrative Basics).
- effective narrative writing involves utilizing techniques, descriptive details, and clear event sequences to captivate readers (W.NW.5.3).
- well-developed characters, vivid settings, and a strong plot collaborate to form a compelling narrative (Developing Characters, Building Vivid Settings, Creating a Strong Plot).
- analyzing character motivations, voice, and point of view is crucial in rewriting a story's ending from a different character's perspective (W.NW.5.3, W.WP.5.4).

Revision and Editing

- revision is essential for creating a strong narrative, enhancing its clarity and impact (Revising for Clarity and Flow).
- revising for clarity and flow, including checking for logical progression, smooth transitions, and maintaining consistency in point of view helps establish deeper meaning (W.WP.5.4).
- editing for grammar and mechanics, concentrating on common errors found in narrative writing will produce clearer essays (Editing for Grammar and Mechanics).

Presenting Narratives

- they should prepare final drafts with proper formatting and spelling to ensure clarity and professionalism in their writing (Final Drafts and Presentations).
- sharing writing with classmates through presentations is a valuable opportunity to receive feedback, engage with peers, and enhance communication skills (Final Drafts and Presentations).
- considering the audience when writing is essential for effectively conveying ideas, maintaining relevance, and engaging readers (Audience Awareness).

Unit Essential Questions:

- How can establishing clear writing procedures and organizing materials effectively contribute to fostering a productive and successful writing environment?
- How do well-developed characters, vivid settings, and a strong plot work together to create a compelling narrative that engages the reader?
- How can the revision and editing process, focusing on clarity, flow, and mechanics, transform a draft into an engaging narrative that effectively conveys your story?
- How can the writing process, from brainstorming ideas to final presentations, be used to create polished narratives that not only showcase effective storytelling techniques but also allow for self-reflection and growth as a writer?
- How can analyzing character motivations, voice, and point of view help us rewrite a story's ending from a different character's perspective, enriching the narrative with fresh details and a deeper understanding of the events?
- How can we bring life into characters and settings, and use clear sequencing to craft a narrative that not only entertains but also allows us to explore a story from different viewpoints, enriching our understanding of the characters and events?
- How can we turn our stories from good drafts into great adventures by checking for smoothness, making sure everything makes sense, and polishing our writing for clarity?

- How can the writing process, including planning, revising, and presenting narratives, enhance our ability to develop vivid and engaging stories while fostering continuous improvement in our writing skills?

Knowledge and Skills:

Students will know...

Narrative Writing Basics

- narrative writing comprises various story elements including plot, characters, setting, conflict, and resolution.
- brainstorming is essential for generating ideas for fictional stories.
- narrative writing ideas can be generated through prompts, pictures, or quick writes.
- using sensory details enhances their ability to describe settings vividly and create a clear picture in the reader's mind.
- different plot structures, such as beginning, middle, end, and climax, contribute to the overall narrative structure.
- practicing sequencing events in a logical order using transition words and phrases improves the coherence and flow of their narratives.

Developing Characters

- how to brainstorm character traits and motivations effectively.
- the importance of using descriptive language to show character traits rather than simply telling.
- how to discuss the concept of third-person point of view in narratives.

Developing Vivid Settings

- the significance of setting in narrative writing and how it contributes to the development of plot, atmosphere, and characters.
- how different settings can influence the mood and tone of a narrative, shaping the reader's experience.
- the role of setting in grounding the story in a specific time and place, enhancing its authenticity and believability.

Creating a Strong Plot

- how to identify different plot structures, including the beginning, middle, end, and climax.
- how to practice sequencing events in a logical order using transition words and phrases.

Revision and Editing

- how to revise their writing for clarity and flow.
- how to edit their writing for grammar and mechanics, including subject-verb agreement and punctuation.
- how to use checklists or peer review strategies to check for logical flow, clear transitions, and consistent point of view.

Final Drafts and Presentations

- how to prepare final drafts with proper formatting and spelling.

- how to share their writing with classmates through individual presentations or a class reading.
- how to reflect on their writing process and identify areas for continued growth.
- how to set individual writing goals for the next unit.

Rewriting from a Different Character's Perspective

- how to analyze character motivations, voice, and point of view.
- how to identify the original story's point of view (POV) and understand its impact on the reader's perception of events.
- how to analyze character motivation and voice within a narrative.
- how to integrate character details effectively, employing the "show, don't tell" technique.
- how point of view can breathe life into characters and settings, enabling the exploration of a story from various perspectives.

Students will be able to...

- write fictional narratives with strong story elements (plot, characters, setting, conflict, resolution).
- brainstorm story ideas and generate them using prompts, pictures, or quick writes.
- craft vivid settings using descriptive details that appeal to the senses.
- develop well-rounded characters by showing their traits and motivations.
- structure a clear plot with a logical sequence of events and a climax.
- revise and edit their writing for clarity, flow, grammar, and mechanics.
- present their final narratives with proper formatting and spelling.
- reflect on their writing process and set goals for improvement.
- analyze character motivations, voice, and point of view.
- rewrite a story from a different character's perspective, considering their unique experiences and emotions.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Cold Read & Write (Baseline Data)

- Gren's Ghost by Marie-Louise Fitzpatrick (Cold Read and Write- Baseline Data)
- Gren's Ghost- Narrative Writing Task Question

Writing Process #1: Narrative

- “The Smell of Rain” by Jennifer Owings Dewey
- “The Smell of Rain” Narrative Task (End of Writing Process- Publication)
- Fiction Graphic Organizer
- Beginning, Middle, & End Graphic Organizer

Writing Process #2: Narrative

- “The Growin’ of Paul Bunyan” by William J. Brooke
- “The Growin’ of Paul Bunyan” Narrative Writing Task

End of Unit Assessment:

- End of Unit Assessment- Lost and Found in the Black Hole

Additional Formative Assessments:

- Conferring Notes/Checklist
- Quick Writes
- Graphic Organizers
- Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Leveled Task:** Provide different versions of assignments with varying levels of complexity (basic, moderate, advanced).
- **Tiered Assignments:** Basic versions might focus on fewer plot points, simpler characters, or shorter writing lengths.
- **Advanced Versions:** Advanced versions could offer opportunities to explore complex literary devices, multiple character perspectives, or deeper themes.
- **Student Choice:** Offer students a variety of prompts or topics within the narrative writing unit. This allows them to choose stories that align with their interests and reading levels.
- **Graphic Organizer:** Provide graphic organizers with varying levels of detail to scaffold brainstorming and story planning for students who need more support.

Process Differentiation:

- **Group Students:** Group students based on similar needs or skill levels for focused instruction and peer collaboration.
- **Advanced Versions:** Advanced learners might work together on more complex writing tasks, while students needing additional support can benefit from peer review and guided practice.
- **Scaffolding:** Offer sentence starters, word banks, or story maps to help students who struggle with getting started or expressing their ideas. Gradually reduce scaffolding as students gain confidence and independence.
- **Alternative Activities:** Provide alternative activities for students who learn best through different modalities. This could include storytelling podcasts, creating storyboards, or acting out scenes.

Product Differentiation:

- **Presentations:** Allow students to present their final narratives in various formats, like traditional written stories, illustrated narratives, digital presentations, or even short films.
- **Differentiated Length Requirements:** Adjust the required word count based on student ability. Advanced learners can write longer narratives, while students needing more support can focus on creating shorter, well-developed pieces.
- **Collaborative Writing:** Allow struggling students to work collaboratively on a single narrative, sharing the writing and brainstorming responsibilities.

Additional Differentiation:

- **Technology:** Use technology tools like screen readers, audiobooks, or voice dictation software to support students with learning differences.
- **Collaboration:** Explore online writing platforms with collaborative features and built-in grammar checks.
- **Conferences:** Continuously assess student progress through observations, conferences, and writing samples. Use this information to adjust instruction and differentiation strategies to meet individual needs.
- **Student Choices:** Offer choices throughout the writing process to empower students and make learning more engaging.
- **Reflection:** Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.

RESOURCES

Teacher Resources:

Unit 1: Writing Pacing Guide with Mentor Texts

Mentor Text:

- Gren's Ghost by Marie-Louise Fitzpatrick
- “The Smell of Rain” by Jennifer Owings Dewey
- “The Growin’ of Paul Bunyan” by William J. Brooke
- Lost and Found in the Black Hole-Passage

Resources:

Writing Folder:

- Traits for Good Writing
- Good Leads
- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems
- Transitional Words
- What Good Writers Do Anchor Chart
- Writers Process Anchor Chart
- Rubric

Paragraph Writing Review:

- Anchor Charts and Graphic Organizer

Revising VS Editing

- Editing Checklist 1
- Editing Checklist 2
- Revising and Editing Checklist
- Revising vs. Editing Anchor Chart

Cold Read & Write:

- Gren's Ghost by Marie-Louise Fitzpatrick
- Narrative Writing Question: Fictional Narrative
- End of Unit Assessment- Lost and Found in the Black Hole-Passage

Additional Resources:

- Narrative Anchor Chart
- Fiction Graphic Organizer
- Beginning, Middle, & End Graphic Organizer
- “The Smell of Rain” by Jennifer Owings Dewey
- “The Smell of Rain” Narrative Task
- “The Growin’ of Paul Bunyan” by William J. Brooke
- “The Growin’ of Paul Bunyan” Narrative Writing Task

Mini Lesson Ideas:

- Creating Engaging Hooks
- Characterization
- Plot
- Dialogue
- Anchor Chart
- Quotation Marks
- Descriptive Writing
- Point of View
- Point of View Anchor Charts
- Point of View Essential Questions List
- Setting
- Plot
- Transitions

Show Don't Tell Resources

- Anchor Chart 1
- Anchor Chart 2
- Anchor Chart 3

Additional Resources:

- Assigning iReady Standards Mastery
- Ready Teacher Resource Book
- ELL Strategy Library

Equipment Needed:

- Writing Folder
- Mentor Text
- Writing Folder Materials
- Projector
- Student notebooks
- Post-its
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Examine Literary and Informational Texts: Analyzing Themes, Perspectives, and Meaning

Target Course/Grade Level: Grade 5

Unit Summary: This unit focuses on developing students' abilities to analyze various textual elements to unlock deeper meaning and understanding in literary and informational texts. Through a series of activities and discussions, students will explore text structure, narrator's/speaker's point of view, authorial approaches, visual and multimedia elements, multiple perspectives, and the integration of visual and quantitative information. By becoming reading detectives, students will learn to decipher clues about structure, purpose, and craft to gain insights into texts' themes, messages, and overall impact.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
 - **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

READING:

- **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.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.
- **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.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **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 and how that may influence the reader’s interpretation.
- **RI.CT.5.8.** 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.
- **RI.MF.5.6.** 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.

WRITING:

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
 - **W.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.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. 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.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
 - **W.WR.5.5.** Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
 - **W.SE.5.6.** 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.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
 - **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.
 - **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
 - **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- text structure, such as chapters and stanzas, offers clues about a text's organization and meaning.
- the narrator's or speaker's point of view shapes how events are described and interpreted.
- authors' approaches within the same genre vary, influencing reader engagement and interpretation.
- visual and multimedia elements enhance the meaning, tone, and aesthetic appeal of texts.

- analyzing multiple perspectives on an event or topic enriches understanding by revealing diverse viewpoints.
- vocabulary development is crucial for decoding and comprehending texts.
- writing conventions, including grammar and punctuation, facilitate clear communication.
- effective writing involves planning, revising, and editing to convey ideas accurately.
- engaging in collaborative discussions promotes active listening, critical thinking, and respectful communication.
- using digital tools and technology aids in problem-solving and enhances critical thinking skills.

Unit Essential Questions:

- How does understanding the structure of a text, along with the narrator's or speaker's point of view, influence the way we experience and interpret a story, drama, or poem?
- How do authors within the same genre use different techniques to create similar effects on the reader?
- How do images, sounds, and other creative elements work together to bring stories and information to life?
- How can comparing different perspectives on the same event help us understand the event more completely?
- How can analyzing the choices authors make in different informational texts help us understand the same topic from a new perspective?
- How can visual and quantitative information act as partners with written text to unlock deeper meaning and understanding?
- As we explore different texts, how can we become reading detectives, using clues about structure, purpose, and craft to unlock deeper meaning and understanding?

Knowledge and Skills:

Students will know...

- how to use vocabulary development strategies, including phonics, morphology, and context clues.
- how to analyze text structure to explain how chapters, scenes, or stanzas contribute to overall meaning.
- how to recognize and evaluate a narrator's/speaker's point of view and its impact on interpretation.
- how to compare authors' approaches within the same genre to understand their techniques and impact.
- how to analyze visual and multimedia elements to assess their contribution to meaning and tone.
- how to examine multiple perspectives on the same event or topic to understand differences in interpretation.
- how to write opinion and informative/explanatory texts with clear organization and supported evidence.
- how to engage effectively in collaborative discussions, summarizing text, and presenting ideas logically.
- how to apply critical thinking and problem-solving skills to analyze and address various issues.
- how to represent data visually and understand cultural influences on perspectives.

Students will be able to...

- analyze text structure, including chapters, scenes, or stanzas, to understand how they contribute to the overall meaning and organization of a text.

- recognize how a narrator’s or speaker’s point of view influences events and interpretations within a text.
- compare and contrast authors’ approaches across different literary texts within the same genre or on similar topics will help students understand various writing styles and techniques.
- analyze visual and multimedia elements in texts to enhance comprehension of meaning, tone, and aesthetics.
- analyze multiple accounts of the same event or topic, noting similarities and differences in point of view to deepen their understanding and critical thinking skills.
- compare authors’ approaches across informational texts within the same genre or on similar topics, further developing their ability to evaluate different perspectives and arguments.
- use interpretation of visual, oral, or numerical information presented alongside text to aid in understanding and analyzing the text’s content.
- develop writing skills by composing opinion pieces and informative/explanatory texts, focusing on clear organization, supporting evidence, and language conventions.
- hone speaking and listening skills through engaging in collaborative discussions, summarizing text or information, and presenting ideas with multimedia components when appropriate.
- emphasize key skills such as critical thinking, problem-solving, and adaptability throughout the unit, highlighting the importance of using diverse sources of information and understanding how culture shapes perspectives.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- i-Ready Standards Mastery- Describe Point of View
- i-Ready Standards Mastery- Analyze Multiple Accounts of the Same Topic
- i-Ready Standards Mastery- Find Information from Multiple Sources
- i-Ready Standards Mastery- Compare and Contrast Stories in the Same Genre
- Assessment: Understanding Visual Information
- End of Unit 2 Assessment

Formative:

- Compare and Contrast Graphic Organizer
- POV Graphic Organizer
- Graphic Organizer: Story Mapping
- Open-ended Constructed Responses
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations

- Anecdotal Records
- Conferring Checklist
- White Board Check-ins

RL.TS.5.4.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Understanding the Structure of Literature
- CommonLit: Tornadoes: Watch Out!

RL.PP.5.5.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Describe Point of View
- CommonLit: The Uninvited Houseguests
- NEWSELA: Drone Laws Article & Evaluating POV Drone Laws Graphic Organizer
- NEWSELA: Skilled Immigrants Article & Evaluating POV: Skilled Immigrants Graphic Organizer

RL.MF.5.6.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Find Information from Multiple Sources
- CommonLit: Masks

RI.MF.5.6.

- Understanding Visual Information: Assessment

RI.PP.5.5.

- CommonLit: No Petting the Orangutans, Please! by Arlene Mark

RI.CT.5.8.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Compare and Contrast Stories in the Same Genre
- RI.CT.5.8: Assessment

RL.CT.5.8.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Compare and Contrast Characters, Settings, and Events

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide texts at different reading levels to accommodate varying reading abilities.
- Offer texts with diverse cultural backgrounds and perspectives to ensure representation for all students.
- Supplement text-based content with audio recordings or videos for auditory learners.
- Utilize graphic novels or illustrated texts for visual learners.
- Incorporate texts with varied genres, such as fiction, nonfiction, poetry, and drama, to cater to diverse interests and preferences.

- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better
- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.

Process Differentiation:

- Offer guided reading groups based on students' reading levels, providing targeted instruction and support.
- Implement flexible grouping strategies to allow students to collaborate and learn from peers with similar learning styles or interests.
- Provide choice in how students demonstrate their understanding of textual elements, such as through written responses, oral presentations, visual projects, or multimedia creations.
- Use scaffolding techniques, such as graphic organizers, sentence starters, or peer modeling, to support students in analyzing and interpreting texts.
- Offer differentiated questioning techniques to engage students at different cognitive levels, including literal, inferential, and evaluative questions.

Product Differentiation:

- Allow students to choose from a variety of final products to demonstrate their understanding, such as essays, posters, presentations, videos, or creative projects.
- Provide rubrics or checklists with varying levels of complexity to accommodate different levels of mastery and challenge.
- Offer options for students to showcase their understanding through different modalities, such as written, visual, or multimedia formats.
- Encourage students to personalize their projects based on their interests, allowing for creativity and individual expression.
- Provide opportunities for students to collaborate on projects, allowing them to leverage each other's strengths and skills.

Additional Differentiation:

- Offer extension activities or enrichment opportunities for students who demonstrate advanced understanding or mastery of concepts.
- Provide additional support resources, such as vocabulary lists, glossaries, or audio recordings, for English language learners or students with language-based challenges.
- Incorporate hands-on activities or kinesthetic learning experiences for tactile learners.
- Implement peer tutoring or buddy systems to provide additional support and encouragement for struggling students.

- Offer opportunities for students to self-assess and set personalized learning goals, fostering ownership of their learning journey.

RESOURCES

Teacher Resources:

- Unit 2: Reading Pacing Guide
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.TS.5.4., RL.PP.5.5.:

Mentor Text:

Text Structure:

- Stone Fox by John Reynolds Gardiner - Chapters 1-2

Unveiling Purpose Through Structure:

- The Mysterious Benedict Society by Trenton Lee Stewart - Chapters 1-3

Recognizing POV:

- The Cricket in Times Square by George Selden - Chapters 1-2

Shifting Perspectives - Impact on Interpretation

- “The Very Smart Pea and the Princess-To-Be” by Mini Grey

Resources:

- Stone Fox by John Reynolds Gardiner - Chapters 1-2
- Graphic Organizer: Story Mapping
- The Mysterious Benedict Society by Trenton Lee Stewart
- Text Structure Anchor Chart
- Text Structure Comparison
- The Cricket in Times Square by George Selden- Chapters 1-2
- The Cricket in Times Square Novel Guide
- Text Structure Sort
- POV Graphic Organizer
- POV Anchor Chart
- “The Very Smart Pea and the Princess-To-Be” by Mini Grey

RL.CT.5.8.:

Mentor Text:

Poetry:

- “Deserted Farm” by Mark Vinz
- “Abandoned Farmhouse” by Ted Kooser
- “The Poison Tree” by William Blake
- “Summertime Sharing” by Nikki Grimes

Music & Lyrics:

- “Fireworks” by Katy Perry
- “Hall of Fame” by The Script

Resources:

- Compare and Contrast Graphic Organizer
- Compare and Contrast Anchor Chart
- Deserted Farm & Abandoned Farmhouse Poems & Task
- Compare and Contrast Simple Mini-Lesson
- Compare and Contrast Word List
- The Poison Tree & Summertime Sharing Poems
- Fireworks & Hall of Fame Lyrics & Activity

RL.MF.5.6.:

Mentor Text:

- “Jumanji” by Chris Van Allburg (Chapter 1-2)
- Jumanji- Movie
- “The Lion and the Mouse” by Aesop
- The Lion and the Mouse- Terrytoons
- “Theseus and the Minotaur” Retold by Stacey Lane
- Theseus and the Minotaur - Ancient Greek Mythology Stories | Geethanjali Kids

Resources:

- “Jumanji” by Chris Van Allburg
- Jumanji- Movie
- “The Lion and the Mouse”
- The Lion and the Mouse (1943) - TerryToons
- “Theseus and the Minotaur”
Retold by Stacey Lane
- Theseus and the Minotaur - Ancient Greek Mythology Stories | Geethanjali Kids

RI.PP.5.5.:

Mentor Text:

- Should Students Wear Uniforms? (NewsELA)
- Animal Testing (NewsELA)
- Drone Laws (NewsELA)
- Issue Overview: Skilled Immigrants (NewsELA)

Resources:

- Should Students Wear Uniforms? (NewsELA)
- Animal Testing (NewsELA)
- Drone Laws (NewsELA)
- Evaluating Point of View Drone Laws Graphic Organizer
- Issue Overview: Skilled Immigrants
- Skilled Immigrants: Evaluating POV: Skilled Immigrants

RI.CT.5.8.:

Mentor Text:

- Coal Mining Children
- Sojourner Truth on Women’s Rights (AAH)
- Yitskhok Rudashevski- Journal Entry (HG)

- Journey to America- Stories from Immigrants (AAH)

Resources:

- Compare and Contrast Approaches Anchor Chart
- Coal Mining Children Activity
- Sojourner Truth on Women’s Rights Activity
- Yitskhok Rudashevski- Journal Entry Activity
- Journey to America- Stories from Immigrants- Activity
- RI.CT.5.8: Assessment

RI.MF.5.6.:

Mentor Text:

- The Life Cycle of a Frog
- The Titanic
- Asian Elephants (AAPI)
- Parts of a Plant

Resources:

- Multiple Sources- Anchor Chart
- The Life Cycle of a Frog Activity
- The Titanic Activity
- Asian Elephants Activity
- Parts of a Plant Activity

Equipment Needed:

- Projector
- Student notebooks
- Post-it notes
- Books
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Unveiling the Power of Words: Analysis, Persuasion, and Sharing Your Voice

Target Course/Grade Level: 5

Unit Summary: This engaging unit empowers students to become analytical readers and persuasive writers.

Through close examination of plot, theme, and evidence in short stories and poems, students will develop strong analytical skills. They will then leverage these skills to craft well-supported opinion pieces, effectively expressing their viewpoints with clear arguments and strong evidence. The unit culminates in students revising and editing their work, transforming it into polished final drafts. Finally, students will confidently present their informative writing and persuasive arguments, celebrating their writing journey and fostering a supportive environment for sharing their voices with a wider audience.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

- H. Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

READING:

- **RL.CR.5.1:** Quote accurately from a text to support analysis of what the text says explicitly and make relevant connections when drawing inferences in literary and informational text. (Close reading, citing evidence)
- **RL.CI.5.2:** Determine the central idea/theme of a text and explain how it is supported by key details in literary and informational text. (Summarizing and identifying main ideas/themes)
- **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.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.
- **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 and how that may influence the reader's interpretation.
- **RI.MF.5.6.** 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.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).

WRITING:

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.

- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.

- **W.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.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. 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.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

- **W.SE.5.6.** 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.

- **W.RW.5.7.** 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.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **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.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- words have the power to convey complex ideas, emotions, and narratives.
- close examination of plot, theme, and evidence in short stories and poems enhances comprehension and analytical skills.
- identifying the central idea or theme of a text is crucial for understanding its deeper meaning.
- supporting analysis with accurate quotes from a text strengthens arguments and interpretations.
- understanding how chapters, scenes, or stanzas fit together helps in grasping the overall structure of a story, drama, or poem.
- a narrator's or speaker's point of view influences the description of events and the reader's interpretation.
- crafting well-supported opinion pieces requires clear arguments and strong evidence.
- mastery of writing conventions, including grammar, punctuation, and sentence structure, enhances the clarity and effectiveness of writing.
- expanding vocabulary through word analysis skills, including phonics, syllabication, and morphology, improves reading and writing accuracy.
- recognizing and interpreting figurative language, such as similes and metaphors, enriches understanding and expression.
- writing involves planning, drafting, revising, and editing to achieve polished final drafts.
- considering audience, purpose, and intent is essential in crafting effective written and spoken communication.
- engaging in discussions with diverse partners builds on ideas and contributes to collective understanding.
- incorporating multimedia components in presentations can enhance the development and delivery of main ideas and themes.
- applying critical thinking and problem-solving strategies to various types of problems is essential for academic and personal growth.
- analyzing how culture shapes individual and community perspectives and points of view enriches understanding and empathy.
- skills in English Language Arts can be applied to other subjects, such as social studies, science, and technology, enhancing overall learning.

Unit Essential Questions:

- How can analyzing the plot, theme, and supporting evidence in short stories and poems help us write informative and insightful analyses?
- How can revising and editing our literary analyses transform them from raw ideas into clear, insightful, and well-supported arguments?
- How can we showcase our final literary analyses in a way that effectively communicates our insights about our analysis and engages our audience?
- How can we analyze multiple sources, compare and contrast their viewpoints, and use strong

- evidence and reasoning to build informative and persuasive arguments about a chosen topic?
- How can we revise and edit our informative writing to ensure clarity, logical flow, and strong evidence that persuades the reader to support specific claims?
 - How can we transform our informative writing into polished final drafts and engaging presentations to showcase our research, analysis, and persuasive arguments?

Knowledge and Skills:

Students will know...

- words can effectively communicate complex ideas, emotions, and narratives.
- close examination of plot, theme, and evidence in short stories and poems enhances their comprehension and analytical skills.
- identifying the central idea or theme of a text is crucial for grasping its deeper meaning.
- how to support their analyses with accurate quotes from texts to make their arguments stronger.
- understanding the structure of a story, drama, or poem by analyzing how chapters, scenes, or stanzas fit together.
- the influence of a narrator's or speaker's point of view on the description of events and the reader's interpretation.
- how to write well-supported opinion pieces with clear arguments and strong evidence.
- mastery of writing conventions, such as grammar, punctuation, and sentence structure, enhances clarity and effectiveness.
- vocabulary development through word analysis skills, including phonics, syllabication, and morphology, improves reading and writing accuracy.
- recognizing and interpreting figurative language, such as similes and metaphors, enhances understanding and expression.
- the importance of the writing process, including planning, drafting, revising, and editing, to produce polished final drafts.
- considering the audience, purpose, and intent is essential in crafting effective communication, both written and spoken.
- engaging in discussions with diverse partners helps build on ideas and contribute to collective understanding.
- incorporating multimedia components in presentations can enhance the development and delivery of main ideas and themes.
- applying critical thinking and problem-solving strategies to various problems is essential for academic and personal growth.
- how culture shapes individual and community perspectives and points of view, enriching their understanding and empathy.
- skills in English Language Arts can be effectively applied to other subjects, such as social studies, science, and technology, enhancing overall learning.

Students will be able to...

- communicate complex ideas, emotions, and narratives effectively through their words.
- enhance their comprehension and analytical skills by closely examining the plot, theme, and evidence in short stories and poems.
- identify the central idea or theme of a text and explain its deeper meaning.
- support their analyses with accurate quotes from texts to strengthen their arguments.
- analyze the structure of a story, drama, or poem by understanding how chapters, scenes, or stanzas fit together.

- explain how a narrator’s or speaker’s point of view influences the description of events and the reader’s interpretation.
- write well-supported opinion pieces with clear arguments and strong evidence.
- use writing conventions, such as grammar, punctuation, and sentence structure, to enhance the clarity and effectiveness of their writing.
- improve reading and writing accuracy by developing their vocabulary through word analysis skills, including phonics, syllabication, and morphology.
- recognize and interpret figurative language, such as similes and metaphors, to enrich their understanding and expression.
- apply the writing process, including planning, drafting, revising, and editing, to produce polished final drafts.
- consider the audience, purpose, and intent to craft effective communication, both written and spoken.
- engage in discussions with diverse partners to build on ideas and contribute to collective understanding.
- incorporate multimedia components in presentations to enhance the development and delivery of main ideas and themes.
- apply critical thinking and problem-solving strategies to various academic and personal challenges.
- analyze how culture shapes individual and community perspectives and points of view, enriching their understanding and empathy.
- apply their English Language Arts skills to other subjects, such as social studies, science, and technology, to enhance their overall learning.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Cold Read & Write (Baseline Data)

- Aesop Fable- The House Dog and the Wolf Story and Task (LAT)
- Understanding Insects as Friends or Foes, Grasshopper Plague, & Multi-Media Source (RST)

Writing Process #1: LAT

- Langston Hughes: Poet of the People & Autumn Orchards Stories & Task (End of Writing Process- Publication)
- Plot Analysis Graphic Organizer

End of Unit Assessment:

- Source 1: "The Ant and the Dove" by Aesop (CommonLit)
- Source 2: "The Thief and His Mother" by Aesop (CommonLit)
- Writing Task

Writing Process #2: RST

- School Lunches Sources

- School Lunches Task
- School Lunch RST Graphic Organizer

End of Unit Assessment:

- Source 1: "How to grow fresh air" by Kamal Meattle (CommonLit)
- Source 2: "Moving Mountains" by Jacqueline Pratt-Tuke (CommonLit)
- Source 3: "How Young Climate Crisis Activists Changed the World" (Youtube Paired Media)
- Writing Task

Additional Formative Assessments:

- Conferring Notes/Checklist
- Quick Writes
- Graphic Organizers
- Exit Tickets

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Student Choice:** Offer students different writing prompt task choices for their analysis.
- **Visual Aids and Graphic Organizers:** Use visual aids, such as charts, diagrams, and graphic organizers, to help students understand and analyze the plot, theme, and structure of texts.
- **Multisensory Approaches:** Incorporate audio books, videos, and interactive digital texts to engage auditory and visual learners and to support students with diverse learning needs.
- **Vocabulary Lists:** Create tailored vocabulary lists that cater to different levels of proficiency, including high-frequency words for struggling readers and more complex, domain-specific terms for advanced learners.

Process Differentiation:

- **Flexible Grouping:** Organize students into flexible groups based on their skill levels, interests, and learning styles. Groups can work on different tasks, such as peer reviewing, guided reading, or collaborative analysis.
- **Tiered Assignments:** Design tiered assignments that vary in complexity. For example, some students might work on identifying the central theme of a simpler text, while others might analyze multiple themes in a more complex text.
- **Scaffolded Instruction:** Provide scaffolding, such as sentence starters, paragraph frames, and checklists, to support students in their writing process. Gradually reduce support as students gain confidence and proficiency.
- **Choice Boards:** Offer choice boards that allow students to select from a variety of activities and projects that address the same learning goals. This encourages autonomy and caters to individual interests and strengths.

Product Differentiation:

- **Differentiated Output Options:** Allow students to demonstrate their understanding in various formats, such as written essays, oral presentations, multimedia projects, or visual art. This accommodates different learning styles and strengths.

- **Personalized Feedback:** Provide personalized feedback tailored to each student’s level of understanding and areas for improvement. Use rubrics that are clear and specific to guide students in their revisions.
- **Peer and Self-Assessment:** Incorporate opportunities for peer and self-assessment, helping students to reflect on their learning and make improvements based on constructive feedback.
- **Portfolio Assessment:** Use student portfolios to track progress over time. This allows students to showcase their best work and reflect on their growth throughout the unit.

Additional Differentiation:

- Use technology tools like screen readers, audiobooks, or voice dictation software to support students with learning differences.
- Explore online writing platforms with collaborative features and built-in grammar checks.
- Continuously assess student progress through observations, conferences, and writing samples.
- Use this information to adjust instruction and differentiation strategies to meet individual needs.
- Offer choices throughout the writing process to empower students and make learning more engaging.
- Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.

RESOURCES

Teacher Resources:

Unit 2 Writing: Pacing Guide with Mentor Texts

Mentor Text:

Cold Read & Write: (LAT Baseline Data):

- Aesop Fable: The House Dog and the Wolf

Literary Analysis Task:

- Langston Hughes: Poet of the People & Autumn Orchards Stories & Task

Cold Read & Write: (RST Baseline Data):

- RST Cold Read & Write

Research Simulation Task:

- School Lunches Sources
- School Lunches Task
- School Lunch RST Graphic Organizer

Resources:

Writing Folder:

- Traits for Good Writing
- Informational Hooks

- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems
- Transitional Words
- Prove it & Explain it
- What Good Writers Do Anchor Chart
- Writers Process Anchor Chart
- Rubric

Paragraph Writing Review:

- LAT Guide
- Steps for LAT Guide
- RST Guide
- RST Guide 2
- RST Graphic Organizer

Cold Read & Write (Baseline Data)

- Aesop Fable- The House Dog and the Wolf Story and Task (LAT)
- Understanding Insects as Friends or Foes, Grasshopper Plague, & Multi-Media Source (RST)

Mini Lesson Ideas:

- What is an LAT?
- Plot Analysis
- Main Idea VS. Theme
- Choosing Text Evidence
- How to Explain Evidence
- Arguments & Claim
- Compare & Contrast
- Gallery Walk Idea
- Opinion Writing
- Revising & Editing

Additional Resources:

- Assigning iReady Standards Mastery
- Ready Teacher Resource Book
- ELL Strategy Library

Equipment Needed:

- Writing Folder
- Mentor Text
- Writing Folder Materials
- Projector
- Student notebooks
- Post-its
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Unlocking Textual Insights: Analyzing Key Details, Structures, and Relationships

Target Course/Grade Level: Grade 5

Unit Summary: Students will develop critical reading skills to uncover deeper meanings and main ideas in both literary and informational texts. They will learn to identify and analyze key details, determine themes and central ideas, and summarize texts effectively. By examining the structure of texts—such as chapters, scenes, and stanzas in literary works, and headings and subheadings in informational texts—students will understand how these elements contribute to the development and impact of the content. By the end of the unit, students will be proficient in analyzing character and event interactions, evaluating text structures, and integrating information across various media. They will effectively communicate their insights through well-organized written summaries and oral presentations, demonstrating a comprehensive understanding of the texts they study.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

- H. Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

READING:

- **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.
- **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.
- **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).
- **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.
- **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.
- **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).
- **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.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.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

WRITING:

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.

- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.

- **W.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.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. 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.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **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.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- organization of chapters, scenes, or stanzas significantly contributes to the development and impact of a story, drama, or poem. This understanding allows them to see how each part fits into the whole and enhances the narrative or thematic development.
- comparing and contrasting the overall structure of events, ideas, concepts, or information in two or more texts helps them see how different authors use structure to convey meaning and achieve their purposes.

- recognizing chapters, scenes, or stanzas within a text helps them identify the structural elements and understand how these elements contribute to the text's overall organization and message.
- explaining how each chapter, scene, or stanza contributes to the overall structure helps them see the connections between parts and how they build toward the text's central ideas or themes.
- identifying the purpose of each structural element in the context of the story, drama, or poem aids in understanding the author's intentions and how each part enhances the overall message.
- noticing recurring themes, motifs, or structures within the text helps them identify the text's deeper meanings and the author's thematic concerns.
- comparing and contrasting the structure of different texts shows how various structural choices can influence meaning, reader engagement, and the text's effectiveness.
- performing close readings of key sections to understand how the organization of chapters, scenes, or stanzas contributes to the text's overall impact helps them delve deeper into the author's techniques and the text's nuances.
- participating in classroom discussions to share insights and interpretations of text structures enhances their analytical skills and allows them to consider multiple perspectives on how structure influences meaning.

Unit Essential Questions:

- How does the organization of chapters, scenes, or stanzas contribute to the development and impact of a story, drama, or poem?
- How does an author use reasons and evidence to effectively support specific points in a text?
- How do accurate quotations from literary and informational texts, along with relevant connections and inferences, deepen our understanding of the explicit content and underlying meanings within the texts?
- How do the interactions between characters or events shape the development of the story, and what can we learn from analyzing these relationships within the text?
- How can analyzing key details help us uncover the central message, whether in a story or a factual text, and summarize the main points effectively?
- How can we use key details to uncover the deeper meanings and main ideas in both literary and informational texts, and how can we effectively communicate our understanding of these texts?

Knowledge and Skills:

Students will know...

- how the organization of chapters, scenes, or stanzas contributes to the development and impact of a story, drama, or poem.
- how to 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.
- how to recognize chapters, scenes, or stanzas within a text.
- how to analyze the order and arrangement of these structural elements in a text.
- how to explain how each chapter, scene, or stanza contributes to the overall structure of the text.
- how to identify the purpose of each structural element in the context of the story, drama, or poem.
- how to notice recurring themes, motifs, or structures within the text.
- how to assess how the structure affects the reader's understanding and interpretation of the text.
- how to compare and contrast the structure of different texts to understand how structure influences meaning.
- how to perform close readings of key sections to understand how the organization of chapters, scenes, or stanzas contributes to the text's overall impact.
- how to participate in classroom discussions to share insights and interpretations of text structures.
- how to study model texts with clear structures to understand effective organization and apply these techniques to their own reading and writing.

Students will be able to...

- recognize and identify chapters, scenes, or stanzas within a text.
- analyze the order and arrangement of structural elements in a text.
- explain how each chapter, scene, or stanza contributes to the overall structure of the text.
- identify the purpose of each structural element in the context of the story, drama, or poem.
- notice and recognize recurring themes, motifs, or structures within the text.
- assess how the structure affects the reader's understanding and interpretation of the text.
- compare and contrast the structure of different texts to understand how structure influences meaning.
- use graphic organizers such as T-charts, story maps, and flow diagrams to break down and compare text structures.
- perform close readings of key sections to understand how the organization of chapters, scenes, or stanzas contributes to the text's overall impact.
- participate in classroom discussions and debates to share insights and interpretations of text structures.
- study model texts with clear structures to understand effective organization and apply these techniques to their own reading and writing.
- provide precise evidence from texts to support their interpretations, analyses, and conclusions.
- concisely summarize the main points and key details of both literary and informational texts, accurately reflecting the central theme or idea.
- compare and contrast how different texts approach similar themes or topics, noting differences and similarities in their treatment and presentation.
- identify the author's purpose and point of view in both literary and informational texts and analyze how these elements shape the content and style of the text.
- integrate and evaluate information presented in various formats, including visual, quantitative, and written, to develop a comprehensive understanding of the topic.
- Articulate their understanding of themes, central ideas, and text structures clearly and coherently through well-organized written summaries and oral presentations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- i-Ready Standards Mastery- Compare and Contrast Characters, Settings, and Events
- i-Ready Standards Mastery- Compare Text Structures
- i-Ready Standards Mastery- Main Ideas, Key Details, and Summaries
- i-Ready Standards Mastery- Themes and Summaries
- i-Ready Standards Mastery- Understanding the Structure of Literature
- i-Ready Standards Mastery- Support Inferences in Literary Texts
- i-Ready Standards Mastery- Use Evidence to Support Inferences
- i-Ready Standards Mastery- Explain an Author's Reasons and Evidence
- i-Ready Standards Mastery- Explain Relationships in Historical, Scientific, & Technical Texts
- End of Unit 3 Assessment

Formative:

- Graphic Organizer: Story Mapping
- Text Structure Comparison
- Inference Graphic Organizer
- Character Analysis Graphic Organizer
- Theme Graphic Organizer
- Open-ended Constructed Responses
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- White Board Check-ins

RI.TS.5.4.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Compare Text Structures
- CommonLit: Fastest Woman in the World (AAH)

RL.TS.5.4.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Understanding the Structure of Literature
- CommonLit: Funeral (AAH)

RI.AA.5.7.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Explain an Author's Reasons and Evidence
- CommonLit: Traveling West

RL.CR.5.1

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Support Inferences in Literary Texts
- CommonLit: Mercury's Sandals

RI.CR.5.1.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Use Evidence to Support Inferences
- CommonLit: Art on an Egg

RL.IT.5.3.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Compare and Contrast Characters, Settings, and Events
- CommonLit: What Do Fish Have to Do with Anything? & CommonLit: Teacher Tamer

RI.IT.5.3.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Explain Relationships in Historical, Scientific, & Technical Texts
- CommonLit: Narwhals: Nature's Climatologists

RL.CI.5.2.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Themes and Summaries
- CommonLit: Marble Champ

RI.CI.5.2.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Main Ideas, Key Details, and Summaries
- CommonLit: Tasty Twists: How Candy Canes Are Made

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide texts at varying reading levels to ensure all students can access the material.
- Use simpler texts or summaries for students who struggle with reading.
- Offer more complex texts or additional readings for advanced students.
- Include a mix of literary genres (stories, dramas, poems) and informational texts.
- Use culturally diverse texts to reflect students' backgrounds and interests.
- Provide texts with visual aids, such as graphic novels or texts with strong visual elements, for visual learners.
- Use audiobooks or text-to-speech tools for students who benefit from auditory learning.
- Offer videos or multimedia presentations on the same topics to enhance understanding.

Process Differentiation:

- Group students by ability, interest, or learning style for certain activities.
- Use heterogeneous groups to promote peer learning and collaboration.
- Incorporate direct instruction, guided reading, and independent reading sessions.
- Use think-aloud strategies to model how to analyze text structure and themes.
- Implement stations or centers focused on different aspects of text analysis (e.g., one for identifying structural elements, another for summarizing, etc.).
- Provide graphic organizers, sentence starters, and templates to help students organize their thoughts.
- Offer one-on-one or small group support for students who need additional help.
- Gradually reduce support as students become more proficient.

Product Differentiation:

- Allow students to choose from various formats to demonstrate their understanding, such as essays, presentations, posters, or digital projects.
- Offer creative options like creating a storyboard, writing a poem, or producing a video summary.
- Design assignments with varying levels of difficulty or complexity.
- Provide more structured tasks for students who need additional guidance and open-ended tasks for those ready for a challenge.
- Use rubrics with clear criteria to help students understand expectations and assess their work.

- Incorporate self-assessment and reflection activities to encourage students to evaluate their progress and set goals for improvement.

Additional Differentiation:

For Struggling Readers:

- Use simplified texts or provide summaries of complex texts.
- Pair with a more proficient reader for support during reading activities.

For Advanced Readers:

- Provide supplementary texts or more challenging readings.
- Assign research projects related to the themes or topics being studied.

For Visual Learners:

- Use graphic organizers like story maps and Venn diagrams.
- Incorporate visual aids and anchor charts in lessons.

For Kinesthetic Learners:

- Include hands-on activities like role-playing scenes from a story.
- Use movement-based activities to explore text structures (e.g., creating a physical timeline of events).

For Creative Students:

- Allow the creation of visual or multimedia projects, such as a video analysis or a digital presentation.
- Offer options to illustrate scenes from a story or create a comic strip version of a text.

For Analytical Students:

- Provide opportunities to write detailed essays or conduct comparative analyses of different texts.
- Encourage the creation of detailed written reports or analytical presentations.

RESOURCES

Teacher Resources:

- Unit 3: Reading Pacing Guide
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RI.TS.5.4.

Mentor Text:

- Art Restoration
- The Great Depression
- A Day in My Life: India
- CommonLit: “Diary of a Teenage Refugee” by Amira
- CommonLit: “Pelé’s Beautiful Game” by Rachel Kehoe
- CommonLit: “Beautiful Breaks” by Stacey Lane Smith

Resources:

- Text Structure- Anchor Chart & Activity
- Art Restoration- Story & Questions
- The Great Depression (Activity)
- A Day in My Life: India (Activity)
- Diary of a Teenage Refugee (CommonLit)
- Pelé's Beautiful Game (CommonLit)
- Beautiful Breaks (CommonLit)

RL.TS.5.4.**Mentor Text:**

Text Structure:

- Stone Fox by John Reynolds Gardiner - Chapters 1-2

Unveiling Purpose Through Structure:

- The Mysterious Benedict Society by Trenton Lee Stewart - Chapters 1-3

Resources:

- Stone Fox by John Reynolds Gardiner - Chapters 1-2
- Graphic Organizer: Story Mapping
- The Mysterious Benedict Society by Trenton Lee Stewart
- Text Structure Anchor Chart
- Text Structure Comparison

RI.AA.5.7.**Mentor Text:**

- Evaluating an Argument Lesson and Practice by Curriculum Associates
- CommonLit: "Sharks: Monsters or Misunderstood?" by Marie Droual
- CommonLit: "Can Animals Predict Disasters?" By Marcia Amidon Lusted
- Sumatran Elephants
- Junk Food
- Why Buy Organic?
- Alaskan Sled Dog

Resources:

- Evaluating an Argument Lesson and Practice (Curriculum Associates)
- Sharks: Monsters or Misunderstood? (CommonLit)
- Can Animals Predict Disasters? (CommonLit)
- Sumatran Elephants- Story & Questions
- Junk Food- Story
- Junk Food Question
- Why Buy Organic- Story
- Why Buy Organic- Questions
- Alaskan Sled Dog- Story & Questions

RL.CR.5.1.

Mentor Text:

- “The Rose That Grew From Concrete” by Tupac Shakur (AAH)
- “The Chicken That Crossed the Road” by Gary Soto
- “Little Red Riding Hood” by The Brothers Grimm

Resources:

- Questioning Stems
- Inference Graphic Organizer
- Inference Anchor Chart
- Constructed Response-RACES
- “The Rose That Grew From Concrete” by Tupac Shakur
- “The Chicken That Crossed the Road” by Gary Soto
- “Little Red Riding Hood” by The Brothers Grimm

RI.CR.5.1.

Mentor Text:

- “Standing out in the Herd” by Cecil Dzwowa (AAH)
- “Chocolate from Children” by Deb Dunn
- “How Do I Look?” by BirdBrain Science

Resources:

- Inference Graphic Organizer
- Inference Anchor Chart
- “Standing out in the Herd” by Cecil Dzwowa
- “Chocolate from Children” by Deb Dunn
- “How Do I Look?” by BirdBrain Science

RL.IT.5.3.

Mentor Text:

- "The Lion, the Witch, and the Wardrobe" by C.S. Lewis
- “Carrimebac, The Town That Walked” by David Barclay Moore
- "Danza! Amalia Hernandez And Mexico's Folkloric Ballet" by Duncan Tonatiuh
- “Each Kindness” by Jacqueline Woodson
- “Maniac Magee” by Jerry Spinelli
- “The Wizard of Oz” by L. Frank Baum

Resources:

- Questioning Stems
- Character Analysis Graphic Organizer
- Character Anchor Chart
- Compare & Contrast Graphic Organizer
- Compare & Contrast Anchor Chart
- "The Lion, the Witch, and the Wardrobe" by C.S. Lewis
- Read Aloud: "Danza! Amalia Hernandez And Mexico's Folkloric Ballet" by Duncan Tonatiuh
- “The Wizard of Oz” by L. Frank Baum

- “Maniac Magee” by Jerry Spinelli
- “Each Kindness” by Jaqueline Woodson

RI.IT.5.3.

Mentor Text:

- “I Have a Dream” by Martin Luther King, Jr. (Speech) (AAH)
- “How I Harnessed the Wind” by William Kamkwamba (Speech) (AAH)

Paired Sources:

- CommonLit: “The Man Who Painted the Truth” by Kathleen M. Hays
- CommonLit: “A Touch of Genius” by Highlights for Children

Paired Sources:

- CommonLit: “The Chinese Zodiac” by Sarah Novak (AAPi)
- CommonLit: “Happy New Year in Spring?” by Joan Issari (AAPi)

Resources:

- Questioning Stems
- “I Have a Dream” speech
- “How I Harnessed the Wind” by William Kamkwamba (Speech)
- William Kamkwamba: 'How I Harnessed the Wind' (TED Talks, 2009)
- The Man Who Painted the Truth (CommonLit)
- A Touch of Genius (CommonLit)
- The Chinese Zodiac (CommonLit)
- Happy New Year in Spring? (CommonLit)

RL.CI.5.2.

Mentor Text:

Paired Text:

- CommonLit: “The Walrus and the Carpenter” by Lewis Carroll
- CommonLit: “Growing Down” by Shel Silverstein

Paired Text:

- CommonLit: “Maureen’s Harp” by Teresa Bateman
- CommonLit: “The Goose and the Golden Egg” by Aesop

Resources:

- Questioning Stems
- Theme Graphic Organizer
- Theme Anchor Chart
- Summary Anchor Chart
- Central Idea Graphic Organizer
- Central Idea/Main Idea Anchor Chart
- The Walrus and the Carpenter (CommonLit)
- Growing Down (CommonLit)
- Maureen’s Harp (CommonLit)
- The Goose and the Golden Egg (CommonLit)

RI.CI.5.2.

Mentor Text:

Paired Text:

- CommonLit: “Ataka” by Victor Englebert
- CommonLit: Excerpt from “Inuit” by Carol White

Paired Text:

- CommonLit: “Slinky Science” by Tracy Vonder Brink
- CommonLit: “Feeling Weightless: Forces and Motion on a Roller Coaster” by India James

Resources

- Ataka (CommonLit)
- Excerpt from “Inuit” (CommonLit)
- Slinky Science (CommonLit)
- Feeling Weightless: Forces and Motion on a Roller Coaster (CommonLit)

Equipment Needed:

- Projector
- Student notebooks
- Post-it notes
- Books
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Decoding the Message: Mastering Analysis, Argument, and Communication in Writing

Target Course/Grade Level: 5

Unit Summary: This 10-week writing unit focuses on developing students' skills in literary analysis and research simulation. Initially, students compare the development of central themes in two literary texts, using strategies such as graphic organizers, brainstorming, and developing paragraph writing. They revise and present their analyses, enhancing their writing through peer reviews and mini-lessons on clarity, flow, and evidence integration. The unit then transitions to a research simulation task on the decline of the panda population, where students synthesize information from various sources, draft informative essays, and engage in extensive revision and editing processes. Throughout, differentiated instruction supports diverse learning needs, culminating in student presentations and self-reflection to set goals for future writing success.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Emma?*).
- H. Spell grade appropriate words correctly, consulting references as needed.
- **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

READING:

- **RL.CR.5.1:** Quote accurately from a text to support analysis of what the text says explicitly and make relevant connections when drawing inferences in literary and informational text. (Close reading, citing evidence)
- **RL.CI.5.2:** Determine the central idea/theme of a text and explain how it is supported by key details in literary and informational text. (Summarizing and identifying main ideas/themes)
- **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.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.
- **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 and how that may influence the reader's interpretation.

- **RI.MF.5.6.** 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.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).

WRITING:

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- **W.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.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. 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.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.SE.5.6.** 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.
- **W.RW.5.7.** 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.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **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.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- literary analysis involves examining how central themes develop in texts through characters' experiences and actions.
- effective writing requires clear introductions, body paragraphs with supporting evidence, and conclusions that summarize the main points.
- revising writing involves checking for logical flow, clear transitions, and consistent points and evidence.
- research simulation tasks require synthesizing information from various sources to develop informative essays.
- gathering evidence from multiple valid and reliable sources is essential for writing informative/explanatory texts.
- presentation skills include engaging effectively in discussions, summarizing written texts or information, and adapting speech to different contexts.
- digital tools and technology can be utilized for problem-solving, data collection, and presenting information in various visual formats.
- interdisciplinary connections exist between English Language Arts, Social Studies, Science, and Technology, emphasizing the importance of diverse perspectives and critical thinking skills.

Unit Essential Questions:

- How can we effectively compare the development of central themes in two literary texts to create clear and informative analyses?
- How can we transform our literary analysis into engaging presentations or digital stories, showcasing our insights into the shared themes and effectively communicating them to our classmates?
- How can we revise and polish our narrative writing, and then use creative presentation formats to share our stories with the class, celebrating our achievements as authors?
- How can we analyze the decline of the panda population across different sources, identify the most compelling evidence, and craft clear claims explaining the reasons behind this environmental issue?
- How can we revise and strengthen our informative essays on the decline of the panda population to ensure clear explanations, logical flow, and impactful evidence that effectively communicates the threats to this endangered species?
- How can we transform our informative writing on chosen topics into engaging presentations that effectively communicate our key ideas, incorporating visuals and clear explanations to inform, while also reflecting on our writing process to set goals for future success?

Knowledge and Skills:

Students will know...

- how to identify and analyze central themes in literary texts.
- the components of effective writing, including clear introductions, supporting evidence, and conclusions.
- strategies for revising writing to improve clarity, coherence, and organization.
- the process of synthesizing information from multiple sources for research simulation tasks.
- techniques for gathering relevant information from valid and reliable sources.
- skills for engaging effectively in collaborative discussions and presenting information orally.

- ways to utilize digital tools and technology for problem-solving and data presentation.
- the interdisciplinary connections between English Language Arts, Social Studies, Science, and Technology, fostering critical thinking and diverse perspectives.

Students will be able to...

- compare and contrast the development of central themes in literary texts.
- craft clear and informative analyses supported by textual evidence.
- revise and edit their writing to improve clarity, coherence, and organization.
- synthesize information from various sources to form cohesive arguments and explanations.
- present their ideas effectively through written and oral communication.
- utilize digital tools and technology to enhance their writing and presentations.
- apply critical thinking and problem-solving skills to real-world issues.
- recognize interdisciplinary connections between different subject areas and apply them to their learning.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Writing Process #1: Literary Analysis Task (Stories & Questions)

- “Evangeline Mudd and the Golden-Haired Apes of the Ikkinasti Jungle” by David Elliot
- “The Wanderer” by Sharon Creech

Writing Process #2: Research Simulation Task (Stories & Questions)

- RST- Giant Panda Articles
- RST- Giant Pandas Video
- RST Question
- RST Graphic Organizer

End of Unit Assessment:

- End of Unit Assessment (Analyze Poetry) Literary Analysis Task
- End of Unit Assessment (Multimedia Sources) Research Simulation Task

Additional Formative Assessments:

- Conferring Notes/Checklist
- Quick Writes
- Graphic Organizers

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Student Choice:** Offer students different writing prompt task choices for their analysis.
- **Visual Aids and Graphic Organizers:** Use visual aids, such as charts, diagrams, and graphic organizers, to help students understand and analyze the plot, theme, and structure of texts.
- **Multisensory Approaches:** Incorporate audio books, videos, and interactive digital texts to engage auditory and visual learners and to support students with diverse learning needs.
- **Vocabulary Lists:** Create tailored vocabulary lists that cater to different levels of proficiency, including high-frequency words for struggling readers and more complex, domain-specific terms for advanced learners.

Process Differentiation:

- **Flexible Grouping:** Organize students into flexible groups based on their skill levels, interests, and learning styles. Groups can work on different tasks, such as peer reviewing, guided reading, or collaborative analysis.
- **Tiered Assignments:** Design tiered assignments that vary in complexity. For example, some students might work on identifying the central theme of a simpler text, while others might analyze multiple themes in a more complex text.
- **Scaffolded Instruction:** Provide scaffolding, such as sentence starters, paragraph frames, and checklists, to support students in their writing process. Gradually reduce support as students gain confidence and proficiency.
- **Choice Boards:** Offer choice boards that allow students to select from a variety of activities and projects that address the same learning goals. This encourages autonomy and caters to individual interests and strengths.

Product Differentiation:

- **Differentiated Output Options:** Allow students to demonstrate their understanding in various formats, such as written essays, oral presentations, multimedia projects, or visual art. This accommodates different learning styles and strengths.
- **Personalized Feedback:** Provide personalized feedback tailored to each student's level of understanding and areas for improvement. Use rubrics that are clear and specific to guide students in their revisions.
- **Peer and Self-Assessment:** Incorporate opportunities for peer and self-assessment, helping students to reflect on their learning and make improvements based on constructive feedback.
- **Portfolio Assessment:** Use student portfolios to track progress over time. This allows students to showcase their best work and reflect on their growth throughout the unit.

RESOURCES

Teacher Resources:

Unit 3: Writing Pacing Guide with Mentor Texts

Mentor Text:

Literary Analysis Task: Stories & Question

- “Evangeline Mudd and the Golden-Haired Apes of the Ikkinasti Jungle” by David Elliot
- “The Wanderer” by Sharon Creech

Cold Read & Write (End of Unit Assessment): Literary Analysis Task

- End of Unit Assessment (Analyzing Poetry)

Research Simulation Task: Stories & Question

- RST- Giant Panda Articles
- RST- Giant Pandas Video
- RST Question
- RST Graphic Organizer

Cold Read & Write (End of Unit Assessment): Research Simulation Task

- End of Unit Assessment (Multimedia Sources)

Resources:

Writing Folder:

- Traits for Good Writing
- Hooks
- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems
- Transitional Words
- Prove it & Explain it
- What Good Writers Do Anchor Chart
- Writers Process Anchor Chart
- Rubric

Paragraph Writing Review:

- LAT Guide
- Steps for LAT Guide
- RST Guide
- RST Guide 2
- RST Graphic Organizer

Cold Read & Write (End of Unit Assessment): Literary Analysis Task

- End of Unit Assessment (Analyzing Poetry)

Cold Read & Write (End of Unit Assessment): Research Simulation Task

- End of Unit Assessment (Multimedia Sources)

Mini Lesson Ideas:

- Theme
- Comparing
- Thesis
- Gallery Walk Idea
- Revising & Editing

Additional Resources:

- Assigning iReady Standards Mastery
- Ready Teacher Resource Book
- ELL Strategy Library

Equipment Needed:

- Writing Folder
- Mentor Text
- Writing Folder Materials
- Projector
- Student notebooks
- Post-its
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Analyzing Texts: Understanding Structure, Context, and Evidence

Target Course/Grade Level: 5

Unit Summary: This curriculum unit focuses on how authors utilize various literary devices, text structures, and points of view to convey themes and ideas in both literary and informational texts. Students will engage in text analysis, comparative analysis, inference, and figurative language analysis to deepen their understanding of the texts. They will explore works such as "Harry Potter and the Sorcerer's Stone," "The Lightning Thief," "Wonder," "I Am Malala," "The Boy Who Harnessed the Wind," and "The Diary of Anne Frank." Through project-based learning activities, including digital storytelling, students will demonstrate their comprehension and analytical skills. Additionally, the unit emphasizes critical thinking, communication, and digital literacy, essential for success in the 21st century. Through presentations, reflection, peer feedback, and various discussion activities, students will refine their understanding of themes, text structures, and comparative analysis.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.
 - **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
 - **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

READING:

- **RL.TS.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language.
- **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.
- **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.
- **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.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).
- **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.
- **RL.CR.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.CR.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.IT.5.3** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

- **RI.IT.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RL.CI.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- **RI.CI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

WRITING:

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.

- **W.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.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. 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.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

- **W.SE.5.6.** 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.

- **W.RW.5.7.** 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.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
 - **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
 - **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.
 - **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
 - **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CL.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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- authors utilize narrative structure, figurative language, and point of view to convey themes and main ideas in literary and informational texts.
- comparing and contrasting the overall structure, point of view, use of evidence, and main ideas between different texts deepens their understanding of themes and ideas.
- digital storytelling using multimedia presentations effectively communicates key concepts, themes, and perspectives from texts, enhancing understanding and communication skills.
- distinguishing between fact and opinion, and analyzing textual evidence supports arguments, fostering critical thinking skills.
- collaborative discussions, peer feedback, and self-reflection refine understanding of texts, strengthen communication skills, and identify areas for improvement in digital storytelling projects.

Unit Essential Questions:

- How do authors use different text structures, figurative language, and points of view to convey their messages, and how can we compare and contrast these elements across literary and informational texts to deepen our understanding of themes and ideas?
- How do different authors use narrative structure, point of view, and textual evidence to convey themes and perspectives across literary and informational texts, and how can these elements be effectively communicated through digital storytelling?
- How do authors use narrative structure, point of view, and textual evidence to convey themes and main ideas, and how can students effectively analyze and present these elements through digital storytelling and comparative analysis?

Knowledge and Skills:

Students will know...

- how authors use narrative structure, figurative language, and point of view to convey themes and main ideas in literary and informational texts.
- techniques for comparing and contrasting the overall structure, point of view, use of evidence, and main ideas between different texts to deepen understanding.
- strategies for creating effective digital storytelling presentations using multimedia tools to convey key concepts, themes, and perspectives from texts.
- the distinction between fact and opinion, and how to analyze textual evidence to support arguments and draw logical conclusions.
- methods for engaging in collaborative discussions, providing constructive peer feedback, and reflecting on their own digital storytelling projects to enhance communication skills and identify areas for improvement.
- the importance of critical thinking, communication, collaboration, and digital literacy skills for success in the 21st century.

Students will be able to...

- analyze how authors use narrative structure, figurative language, and point of view to convey themes and main ideas in literary and informational texts.

- compare and contrast the overall structure, point of view, use of evidence, and main ideas between different texts to deepen understanding and draw connections.
- create multimedia presentations using digital storytelling tools to effectively convey key concepts, themes, and perspectives from texts.
- differentiate between fact and opinion, and analyze textual evidence to support arguments and draw logical conclusions.
- engage in collaborative discussions, provide constructive peer feedback, and reflect on their own digital storytelling projects to enhance communication skills and identify areas for improvement.
- apply critical thinking, communication, collaboration, and digital literacy skills to effectively navigate and contribute to the 21st-century landscape.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- i-Ready Standards Mastery: Analyze Visual Elements
- i-Ready Standards Mastery: Compare Text Structures
- i-Ready Standards Mastery: Describe Point of View
- i-Ready Standards Mastery: Explain an Author's Reasons and Evidence
- i-Ready Standards Mastery: Find Information from Multiple Sources
- i-Ready Standards Mastery: Themes and Summaries
- i-Ready Standards Mastery: Understand the Structure of Literature
- Digital Storytelling Final Presentation
- Digital Storytelling Rubric

Formative:

- Compare and Contrast Graphic Organizer
- POV Graphic Organizer
- Graphic Organizer: Story Mapping
- Graphic Organizers
- Open-ended Constructed Responses
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- White Board Check-ins

RL.TS.5.4.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Understand the Structure of Literature
- CommonLit: Growing Down

RL.PP.5.5

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Compare and Contrast Stories

RI.PP.5.5

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Compare Text Structures

RL.CT.5.8.

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Compare and Contrast Characters, Settings, and Events

RI.CT.5.8

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Explain an Author's Reasons and Evidence
- CommonLit: The Peace Corps Journey

RL.MF.5.6

- i-Ready Standards Mastery: (Assigning Standards Mastery Directions) Describe Point of View

RI.MF.5.6

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Find Information from Multiple Sources

RL.CR.5.1

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Support Inferences in Literary Texts

RI.CR.5.1

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Use Evidence to Support Inferences
- CommonLit: Sailing to San Blas

RL.IT.5.3

- Digital Storytelling Final Presentation

RI.IT.5.3

- Digital Storytelling Final Presentation

RL.CI.5.2

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Theme & Summaries
- CommonLit: Apollo and the Laurel Tree

RI.CI.5.2

- i-Ready Standards Mastery (Assigning Standards Mastery Directions) Main Ideas, Key Details, and Summaries
- CommonLit: Steam Power

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Tier 1: Provide shorter texts with simpler vocabulary and sentence structures for struggling readers.
- Tier 2: Offer grade-level texts with scaffolding like graphic organizers or pre-taught vocabulary lists.
- Tier 3: Challenge advanced readers with complex texts and encourage them to analyze deeper themes and literary devices.

Text Selection:

- Interest: Allow students to choose from a variety of texts within genres they enjoy (fantasy, historical fiction, etc.).
- Learning Style: Cater to different learning styles by offering audiobooks for auditory learners or graphic novels for visual learners.
- Background Knowledge: Select texts that connect to students' experiences and cultural backgrounds.

Process Differentiation:

Instructional Grouping:

- Small groups: Facilitate discussions or activities focused on specific learning needs.
- Peer tutoring: Pair stronger students with struggling students to provide support and collaboration.
- Independent work: Allow advanced students to work independently on research projects or in-depth analysis tasks.

Scaffolding:

- Graphic organizers: Provide organizers to help students visualize text structure, compare and contrast elements, and identify key points.
- Sentence starters: Offer sentence starters to guide students during discussions or writing assignments.
- Chunking information: Break down complex texts into smaller, more manageable sections for analysis.

Choice in Activities:

- Inquiry-based learning: Allow students to choose research topics related to the texts they are analyzing.
- Project-based learning: Offer choices in how students present their understanding, like digital presentations, written essays, or creative projects.

Product Differentiation:

Response Formats:

- Multiple intelligences: Cater to different intelligences by offering options like written reports, artistic representations of themes, or digital storytelling presentations.
- Learning styles: Provide options like oral presentations for kinesthetic learners or written reflections for visual learners.
- Ability levels: Offer tiered assignments with varying levels of complexity and detail required in the final product.

- Choice Boards: Present students with a choice board where they can select activities that demonstrate their understanding based on their strengths and interests.

Additional Differentiation:

Technology Integration:

- Use assistive technology like text-to-speech software for struggling readers.
- Utilize online resources like online dictionaries, thesauruses, or research databases for in-depth analysis.

Time and Pacing:

- Offer extended time on assignments for students who need it.
- Break down large assignments into smaller, more manageable chunks with clear deadlines.

Differentiation by Environment:

- Provide quiet areas for students who need to focus or allow movement breaks for kinesthetic learners.
- Offer opportunities for collaboration or independent work based on student preferences.

RESOURCES

Teacher Resources:

- Unit 4: Reading Pacing Guide
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.TS.5.4., RL.PP.5.5., RL.CT.5.8., RL.MF.5.6., RI.PP.5.5., RI.CT.5.8., RI.MF.5.6.:

Mentor Text:

Literary Text Options:

- "Harry Potter and the Sorcerer's Stone" by J.K. Rowling
- "The Lightning Thief" by Rick Riordan
- "Wonder" by R.J. Palacio (LGBTQ/D)

Informational Text Options:

- "I Am Malala: How One Girl Stood Up for Education and Changed the World" by Malala Yousafzai
- "The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope" by William Kamkwamba and Bryan Mealer
- "The Diary of Anne Frank" by Anne Frank (HG)

Literary Text:

"Harry Potter and the Sorcerer's Stone" by J.K. Rowling:**

- Chapters 1-6, 11-15, 16-17

"The Lightning Thief" by Rick Riordan:

- Chapters 1-4, 9-12, 20-22

"Wonder" by R.J. Palacio:

- Chapters 1-8, 18-22, 72-77

Informational Text:

"I Am Malala: How One Girl Stood Up for Education and Changed the World" by Malala Yousafzai:

- Chapters 1-3, 8-10, 24-27

"The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope" by William Kamkwamba and Bryan Mealer:

- Chapters 1-3, 6-8, 15-17

"The Diary of Anne Frank" by Anne Frank:

- Chapters 1-4, 13-17, 25-30

Equipment Needed:

- Projector
- Chromebooks
- Post-it notes
- Books
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts

Unit Title: Opinion Writing: Crafting Persuasive Essays

Target Course/Grade Level: 5

Unit Summary: In this unit, students will learn to craft persuasive opinion essays that effectively express their viewpoints through well-organized arguments, strong evidence, and clear language. Over several weeks, they will explore essential writing skills such as supporting arguments, refuting counter arguments, organizing ideas, and using formal language and transition words. The unit will involve a variety of activities, including brainstorming sessions, graphic organizers, class debates, and peer reviews. Students will be exposed to mentor texts and provided with rubrics and checklists to guide their writing process. Differentiated instruction will support all learners, offering sentence starters and graphic organizers for those needing more support, while challenging advanced students with tasks requiring sophisticated vocabulary and addressing multiple viewpoints. By the end of the unit, students will revise and polish their essays, reflect on their writing journey, and share their work through engaging presentations and publication, celebrating their growth and achievements as writers.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

Students will demonstrate understanding of vocabulary development through:

- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.5.2.** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.
 - **L.KL.5.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- **L.VI.5.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

READING:

- **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.
- **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 and how that may influence the reader's interpretation.
- **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).

WRITING:

- **W.IW.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- **W.AW.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- **W.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.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. 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.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
 - **W.SE.5.6.** 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.
 - **W.RW.5.7.** 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.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **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.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

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Unit Understandings:

Students will understand that...

- persuasive opinion essays require well-organized arguments, strong evidence, and clear language.
- supporting arguments with valid evidence strengthens their opinion pieces.
- anticipating and addressing counter arguments is crucial for crafting compelling essays.
- organizing ideas with a strong introduction and logical structure enhances readability and persuasiveness.
- formal language and transition words contribute to the clarity and flow of their writing.
- brainstorming sessions and graphic organizers can help in generating and organizing ideas.
- analyzing well-written opinion pieces provides insights into effective writing techniques.
- class debates and discussions encourage critical thinking and expose them to diverse perspectives.
- rubrics and checklists serve as valuable tools for self-assessment and improvement.
- revising and editing are essential steps in the writing process to ensure clarity and impact.
- peer reviews and individual conferences provide constructive feedback for refining their essays.
- final drafts should be polished and formatted according to publication standards.
- self-reflection helps in understanding their writing journey and identifying areas for improvement.
- engaging presentations and celebrating their work enhances public speaking skills and fosters a love for sharing their voices.

Unit Essential Questions:

- How can we craft persuasive opinion essays that effectively express our viewpoints, using well-organized arguments, strong evidence, and clear language to convince our audience of the importance of our stance on this topic?
- How can we revise and edit our opinion pieces to ensure clarity, logical flow, and impactful evidence that effectively communicates our arguments? How can we then participate in respectful debates to further refine our arguments, anticipate counterclaims, and strengthen the overall

- persuasiveness of our stance?
- How can we transform our well-revised opinion pieces into polished final drafts that meet publication standards? How can we leverage self-reflection and peer feedback to strengthen our writing for a chosen audience, ultimately sharing our well-reasoned arguments with a wider community?
- How can we transform our published opinion pieces into engaging presentations that effectively showcase our arguments and celebrate our writing journey? How can we provide constructive feedback to our peers and participate in a supportive environment that fosters public speaking skills and a love for sharing our voices?

Knowledge and Skills:

Students will know...

- the structure and components of a persuasive opinion essay, including the introduction, body paragraphs with supporting arguments, counter arguments, and conclusion.
- the importance of a clear thesis statement to express their main opinion.
- how to gather and incorporate strong evidence from reliable sources to support their arguments.
- techniques for refuting counter arguments to strengthen their position.
- strategies for organizing their ideas logically and coherently.
- the role of formal language and transition words in enhancing the clarity and flow of their writing.
- the process of brainstorming to generate ideas and plan their essays.
- how to use graphic organizers to organize their thoughts and structure their essays.
- how to analyze mentor texts to identify effective writing techniques.
- the steps involved in revising and editing their essays for clarity, coherence, and impact.
- the value of rubrics and checklists in guiding their writing process and self-assessment.
- the importance of peer reviews and individual conferences in providing constructive feedback.
- how to format and polish their final drafts for publication.
- techniques for reflecting on their writing journey to identify strengths and areas for improvement.
- skills for presenting their essays effectively, including public speaking techniques and the use of multimedia components.
- how to celebrate and share their work through engaging presentations and publication.

Students will be able to...

- craft persuasive opinion essays that clearly express their viewpoints.
- develop a strong thesis statement to introduce their main opinion.
- gather and incorporate relevant evidence from reliable sources to support their arguments.
- anticipate and refute counterarguments effectively.
- organize their essays with a clear introduction, logically ordered body paragraphs, and a compelling conclusion.
- use formal language and transition words to enhance clarity and coherence in their writing.
- participate in brainstorming sessions to generate ideas and plan their essays.
- utilize graphic organizers to structure their arguments and ideas.
- analyze mentor texts to identify and emulate effective writing techniques.
- revise and edit their essays for clarity, coherence, and impact using checklists and peer feedback.
- apply rubrics to guide their writing process and self-assess their work.
- engage in peer review sessions to provide and receive constructive feedback.
- format and polish their final drafts for publication.
- reflect on their writing journey to identify strengths and areas for improvement.

- present their essays effectively using public speaking skills and multimedia components.
- celebrate and share their work through engaging presentations and publication.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Writing Process: Opinion Writing

- “Government & Economics Issue Overview: College education” (NEWSLA)
- Graphic Organizer
- College Education: Opinion Writing Task

End of Unit Assessment:

- “Should We Get Rid of Daylight Savings Time?” by Mackenzie Carro (CommonLit)
- Writing Task

Additional Formative Assessments:

- Conferring Notes/Checklist
- Debates
- Quick Writes

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation

- **Reading Levels:** Provide texts at various reading levels to ensure all students can access the information. Simplify the language for struggling readers, and provide more complex texts for advanced readers.
- **Visual Aids:** Use infographics, timelines, and charts to present historical and contemporary information visually to support comprehension.
- **Audio Support:** Offer audio versions of the texts for auditory learners and students with reading difficulties.
- **Key Vocabulary:** Pre-teach essential vocabulary and provide word banks to support students who need additional help with language.

Process Differentiation

- **Graphic Organizers:** Use different types of graphic organizers (e.g., T-charts, Venn diagrams, essay maps) to help students plan and organize their essays.
- **Peer Collaboration:** Arrange peer review sessions where students can give and receive feedback. Pair stronger writers with those who need more support.

- **Scaffolded Questions:** Provide guiding questions or sentence starters to help students develop their arguments and structure their essays.
- **Flexible Grouping:** Group students by ability level or interest to provide targeted instruction and support during brainstorming and drafting sessions.
- **Writing Conferences:** Conduct one-on-one or small group writing conferences to provide personalized feedback and support.

Product Differentiation

- **Essay Length:** Allow flexibility in the length of the essays. Struggling writers may produce shorter essays focusing on a few strong arguments, while advanced writers can write longer, more detailed essays.
- **Alternative Formats:** Offer different ways for students to present their opinions, such as creating a slideshow, a podcast, or a video presentation, in addition to writing an essay.
- **Creative Options:** Allow students to include illustrations, infographics, or other visual elements in their essays to support their arguments and demonstrate understanding.

Additional Differentiation

- **Technology Integration:** Utilize digital tools such as word processors with spell check and grammar suggestions, graphic organizer apps, and online research databases to support students' writing processes.
- **Extended Time:** Provide additional time for students who need it to complete their essays, ensuring they can work at their own pace.
- **Choice:** Offer topic choices within the broader question of college education's value to engage students' interests and make the task more relevant to their lives.
- **Goal Setting:** Help students set individual writing goals and track their progress, providing regular check-ins and adjustments as needed.
- **Learning Centers:** Create stations with different activities (e.g., research, drafting, revising) where students can work on specific skills at their own pace.

RESOURCES

Teacher Resources:

Unit 4: Writing Pacing Guide with Mentor Texts

Mentor Text:

- “Government & Economics Issue Overview: College education” (NEWSLA)
- Graphic Organizer
- College Education: Opinion Writing Task

Resources:

Writing Folder:

- Opinion Writing Word List
- Opinion Writing Checklist
- Traits for Good Writing
- Informational Hooks
- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems
- Transitional Words
- Prove it & Explain it
- What Good Writers Do Anchor Chart
- Writers Process Anchor Chart
- Opinion Writing Checklist
- Opinion Writing- Presentation Rubric

Mini Lesson Ideas:

- Opinion Writing Review Through Sample Writing
- Citing Sources

Additional Resources:

- Opinion Writing Word List
- Assigning iReady Standards Mastery
- Ready Teacher Resource Book
- ELL Strategy Library

Equipment Needed:

- Writing Folder
- Mentor Text
- Writing Folder Materials
- Projector
- Student notebooks
- Post its
- Chart paper