

Crest Memorial School Curriculum and Pacing Guide	
Grade: Fifth Grade	Subject Area: Reading
Adoption Date: February 2025	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. •
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

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

21st Century Skills

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.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social.

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

Career Education

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.8: Identify risks that individuals and households face.

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

Interdisciplinary Connection

6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Accommodations and Modifications

Special Education	<ul style="list-style-type: none">● follow 504/IEP accommodations● allow extra time for reading● provide summaries or outlines that identify key terms and ideas● assist student to organize main ideas by using index cards● read the book aloud● decrease the amount of required reading● provide audio versions of books
English Language Learners	<ul style="list-style-type: none">● create visual word wall with labels● highlight and define important vocabulary● ask yes/no questions● provide sentence frames or sentence stems● allow for use of pictures in science journal with dictation support● create a word map
Students At-Risk of Failure	<ul style="list-style-type: none">● Allow verbalization before writing● Use audio materials when necessary● Read tests aloud● Restate, reword, clarify directions● Re-teach concepts using small groups● Provide educational “breaks” as necessary● Chunking content into “digestible bites”● Shorten assignments to focus on mastery concept● Assignment, Project, and Assessment Modification Based on Individual Student Needs● Use mnemonic devices
Gifted and Talented	<ul style="list-style-type: none">● Student Choice● Ask students higher level questions● Provide opportunities for open-ended, self-directed activities● Give students opportunities to mentor other students● Give students opportunities to teach other students● Offer higher-level reading opportunities● Offer students opportunities to present their understanding of a topic in different ways● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none">● Allow verbalization before writing● Use audio materials when necessary● Read tests aloud● Restate, reword, clarify directions

	<ul style="list-style-type: none"> ● Re-teach concepts using small groups ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> ● Lesson Quick Checks (Exit Tickets) ● End of Project Checklist ● Teacher Observation
Summative	<ul style="list-style-type: none"> ● Write About Reading Responses ● End of Unit Checklist/Conference Sheets ● On Demand Writing Samples ● End of Unit Writing Samples ● Grammar Topic Unit Assessments
Benchmark	<ul style="list-style-type: none"> ● MAP Testing ● F&P Testing ● Lexia Core 5
Alternative	<ul style="list-style-type: none"> ● Performance Tasks ● Projects ● Rubrics ● Choice Boards

Pacing Guide	
Unit Title	Number of Days
Unit One: The Classroom Community / Personal Narrative Writing	20 days (4 weeks)
Unit Two: Strategy Development and Generating Independent Thinking / Narrative Fiction Writing	25 days (5 weeks)
Unit Three: Fiction / Narrative Fiction Writing	25 days (5 weeks)
Unit Four: Narrative Nonfiction / Expository Nonfiction Writing	20 days (4 weeks)

Unit Five: Expository Nonfiction / Expository Nonfiction Writing	20 days (4 weeks)
Unit Six: Persuasive Nonfiction / Opinion Writing	20 days (4 weeks)
Unit Seven: Drama / Opinion Writing / Poetry	20 days (4 weeks)

Unit Learning Goals

Unit One: The Classroom Community

- Discuss reading lives and develop an enjoyment of reading.
- Share and discuss why people read and why reading is important.
- Understand the concept of genre and begin using reading strategies to help them make sense of fiction and nonfiction texts.
- Learn the procedures for reading independently.
- Write a personal narrative using sensory details, engaging openings, and effective endings.
- Use nouns in subjects of sentences and verbs in predicates of sentences.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook - Being A Reader ● Textbook - Being A Writer 	<ul style="list-style-type: none"> ● IXL ● Readworks.org ● Being a Reader Read-Alouds ● Scholastic News 5% ● Lexia ● Classroom Library ● Authentic Grammar ● Boom Learning Cards

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Discuss lessons or messages in a fiction book. Use nouns in the subject of a sentence. Introduce Personal Narratives. 	RL.CI.5.2 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> ● Listen to and discuss a fiction book. ● Discuss with partners “something that has happened in your life that changed you or taught you a lesson”. ● Explain messages or lessons that make us think about our own lives. ● Introduce subjects of a sentence with a model. ● Read personal narrative mentor text,

		quickwrite special objects.
<ul style="list-style-type: none"> Day 2: Use questioning to understand a fiction book. Learn about etymologies. Use nouns in the subject of a sentence. Introduce Personal Narratives. 	SL.PE.5.1 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Listen to and discuss a fiction book. Identify questioning prompts. Discuss questions about a fiction book with a partner. Discuss what etymology is and learn about morphemes. Introduce subjects of a sentence with a model. Read personal narrative mentor text, quickwrite interesting events.
<ul style="list-style-type: none"> Day 3: Discuss lessons or messages in a narrative nonfiction book. Review the meaning of the common prefix trans-. Use nouns in the subject of a sentence. Explore Personal Narratives. 	RL.CI.5.2 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Listen to and discuss a narrative nonfiction book. Discuss reading lives of students. Explain messages or lessons that make us think about our own lives. Read and discuss words with the prefix trans-. Practice subject skill with sentences. Read personal narrative mentor text, quickwrite focus - sensory details.
<ul style="list-style-type: none"> Day 4: Use questioning to discuss an infographic. Review the meaning of the prefix sub- and super-. Use nouns in the subject of a sentence. Explore Personal Narratives. 	RI.MF.5.6 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Listen to and discuss an infographic. Partners share questions about infographics. Discuss “infographics and do they change the way you feel about reading”. Read and discuss words with the prefix sub- and super-. Practice subject skill with Boom Cards. Read personal narrative mentor text, quickwrite focus - sensory details.
<ul style="list-style-type: none"> Day 5: Read independently to demonstrate comprehension and fluency. Review the meaning of the suffix -ic. Use nouns in the subject of a sentence. Explore Personal Narratives. 	L.RF.5.4 L.RF.5.3 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> Silent independent reading. Individual teacher conferencing and discussion. Share and reflect. Read and discuss words with the suffix -ic. Assess subject skill. Read personal narrative mentor text,

		quickwrite focus - sensory details.
<ul style="list-style-type: none"> Day 6: Learn a procedure for practicing and choosing texts. Review the meaning of the suffix -al. Use verbs in the predicate part of a sentence. Explore and draft personal narratives. 	L.RF.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Model choosing a book and discuss a “good fit” book. Practice choosing texts and reading independently. Read and discuss words with the suffix - al. Introduce predicates of a sentence with a model. Read personal narrative mentor text, quickwrite learned from others.
<ul style="list-style-type: none"> Day 7: Learn a procedure for and practice self-monitoring. Discuss negative prefixes. Use verbs in the predicate part of a sentence. Explore and draft personal narratives. 	L.RF.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Model self monitoring and discuss. Read independently and practice self monitoring. Read and discuss words with negative prefixes. Introduce predicates of a sentence with a model. Read personal narrative mentor text, quickwrite things we collect.
<ul style="list-style-type: none"> Day 8: Learn and use “fix up” strategies. Review how to use a dictionary. Use verbs in the predicate part of a sentence. Explore and draft personal narratives. 	L.RF.5.4 L.VL.5.2 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Model fix up strategies and discuss. Model rereading and reading ahead. Read independently and practice using fix up strategies. Look at print dictionary pages. Highlight parts and discuss purpose. Practice predicate skill with sentences. Read personal narrative mentor text, quickwrite valuable lesson.
<ul style="list-style-type: none"> Day 9: Learn the purpose of and practice the procedure of reading conferences. Discuss the differences and similarities of online and print dictionary entries. Use verbs in the predicate part of a sentence. Explore and draft personal narratives. 	RL.MF.5.6 L.VL.5.2 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Discuss expectations during reading conferences. Model a reading conference Look at online dictionary entries. Compare and contrast to print dictionary entries. Practice predicate skill with Boom Cards. Read personal narrative mentor text, quickwrite compassion and respect.
<ul style="list-style-type: none"> Day 10: Learn the purpose of and practice 	L.RF.5.4	<ul style="list-style-type: none"> Introduce conferring about the students’

<p>the procedure of reading conferences. Listen to and discuss a poem highlighting unknown words. Use verbs in the predicate part of a sentence. Explore and draft personal narratives.</p>	<p>L.RF.5.3 L.WF.5.2 W.WP.5.4</p>	<p>reading lives.</p> <ul style="list-style-type: none"> • Read independently practicing fix up strategies while the teacher confers. • Read and discuss a poem. Use context clues as well as a dictionary to define unknown words. • Assess predicate skill. • Read personal narrative mentor text, peer conferring.
<ul style="list-style-type: none"> • Day 11: Listen to and discuss a nonfiction book and discuss the theme. Review the meaning of the root scope. Write complete sentences. Drafting personal narratives. 	<p>RL.CI.5.2 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Read and discuss a narrative nonfiction book. • Ask clarifying questions. • Discuss what lessons and messages we can learn from the story. • Read and discuss words with the root of scope. • Introduce writing a complete sentence. • Discuss selecting and completing drafts.
<ul style="list-style-type: none"> • Day 12: Reread and discuss a nonfiction book and make connections. Review the meaning of the root vis/vid. Write complete sentences. Drafting personal narratives. 	<p>RL.MF.5.6 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Reread and discuss a narrative nonfiction book. • Introduce making connections, text, self, and world. • Write about a connection made while listening to the story. • Read and discuss words with the root of vis/vid. • Introduce writing a complete sentence. • Analyze and revise personal narrative draft for sensory details.
<ul style="list-style-type: none"> • Day 13: Listen to and discuss parts of a nonfiction book and use text features. Review the meaning of the root spec. Write complete sentences. Drafting personal narratives. 	<p>RL.CI.5.2 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Read and discuss an expository nonfiction book. • Introduce and explain different text features. Scavenger hunt through IDR books identifying text features. • Read and discuss words with the root of spec. • Practice writing a complete sentence. • Analyze and revise personal narrative draft for thoughts, feelings, learning, or change.

<ul style="list-style-type: none"> • Day 14: Listen to and discuss parts of a nonfiction book and use questioning. Make connections among the meaning of roots. Write complete sentences. Drafting personal narratives. 	RL.CR.5.1 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Read and discuss an expository nonfiction book. • Discuss clarifying and confirming questions. Model and use questioning during IDR reading. • Sort words with roots into similar categories and themes. • Practice writing a complete sentence with Boom Cards. • Analyze and revise personal narrative draft for strong opening sentences.
<ul style="list-style-type: none"> • Day 15: Generate and discuss ideas about a text. Learn about proverbs and adages. Write complete sentences. Drafting personal narratives. 	RL.CR.5.1 L.VI.5.3 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> • Read independently and notice thinking while reading. Practice self monitoring and fix up strategies. • Read and discuss proverbs. • Assess writing a complete sentence. • Analyze and revise personal narrative draft for endings that draw a story to a close.
<ul style="list-style-type: none"> • Day 16: Listen to and visualize parts of a nonfiction book. Learn about open and closed syllables. Write sentences with the correct end marks. Proofreading personal narratives. 	RL.PP.5.5 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Read and discuss a nonfiction story and visualize. Share visualizations from reading. • Read and discuss words with open and closed syllables. Dissect words and identify syllables. • Introduce writing a sentence with the correct end mark. • Self Assess and Pair Conference personal narratives.
<ul style="list-style-type: none"> • Day 17: Listen to and discuss parts of a nonfiction book and discuss reading strategies. Divide words into syllables. Write sentences with the correct end marks. Proofreading personal narratives. 	RL.PP.5.5 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Read and discuss a nonfiction story. Connect mental images to words in the story. Highlight examples. • Review visualizing. • Dissect words and identify syllables. Dot and divide syllables. • Introduce writing a sentence with the correct end mark. • Proofread personal narratives for commonly misused words and sentence fragments.

<ul style="list-style-type: none"> • Day 18: Listen to and discuss parts of a nonfiction book and discuss reading strategies, including theme. Learn about the schwa. Write sentences with the correct end marks. Proofreading personal narratives. 	RL.PP.5.5 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Read and discuss a nonfiction story. Review visualizing and making connections while listening to the story. • Review theme of the story. • Read and discuss words with a schwa. Identify the syllables with schwas. • Practice writing a sentence with the correct end mark. • Proofread personal narratives for run-ons, punctuation, and spelling.
<ul style="list-style-type: none"> • Day 19: Use reading strategies including visualizing, questioning, and making connections during independent reading. Learn a process for reading polysyllabic words. Write sentences with the correct end marks. Proofreading personal narratives. 	RL.PP.5.5 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Read and discuss a nonfiction story. Review visualizing and making connections while listening to the story. • Revisit the students' reading lives. Share. • Dissect polysyllabic words - prefixes, roots, suffixes. Look at individual meanings. • Practice writing a sentence with the correct end mark with Boom Cards. • Publish personal narrative with pictures.
<ul style="list-style-type: none"> • Day 20: Read independently and self monitor. Learn about word families and morphemic transformations. Write sentences with the correct end marks. Publishing/Sharing personal narratives. 	RL.CR.5.1 L.VI.5.3 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> • Read independently, practice self monitoring and fix up strategies. Write a reading journal entry in response to reading. • Look at different word families and identify changes from one word to the next. • Assess writing a sentence with the correct end mark. • Share published personal narratives.

Inclusive concepts

Discuss Sonia Sotomayer as the first female of color to serve on the Supreme Court Justice.

Unit Learning Goals

Unit Two: Strategy Development and Generating Independent Thinking

- Use the strategy of visualizing and making connections as they listen and discuss texts.
- Introduce the strategy of making inferences, determining important ideas and summarizing.
- Understand word parts as well as synonyms and antonyms and review roots and affixes.
- Learn how to work and participate in a classroom community to communicate with others.
- Integrate elements of character, setting, and plot into fiction writing to develop and interesting plots.
- Understand nouns, including proper, irregular plural, possessive, and concrete and abstract.
- Understand dialogue, including correct punctuation, and the role it plays in fiction stories.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook - Being A Reader ● Textbook - Being A Writer ● Online Benchmark Assessment Resource 	<ul style="list-style-type: none"> ● IXL ● Readworks.org ● Being a Reader Read-Alouds ● Scholastic News 5% ● Lexia ● Classroom Library ● Authentic Grammar ● Boom Cards

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Use questioning to listen to and discuss parts of a fiction book. Learn the functions of the suffixes -ive, -ative, and -itive. Use capital letters for proper nouns. Explore fiction. 	RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> ● Read and discuss a fiction story. Review questioning while listening to the story. ● Post-It Note Stop and Jot Questions as discussing the story. ● Discuss suffixes and their similar meanings. ● Introduce capital letters for proper nouns with models. ● Explore fiction - roll a story.
<ul style="list-style-type: none"> ● Day 2: Discuss character, setting, and plot of a fiction book. Review the functions of the suffixes -ive, -ative, and -itive. Use capital letters for proper nouns. Explore fiction. 	RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> ● Reread and discuss a fiction story. Review elements of the fiction genre. ● Discuss story elements and complete story map organizer. ● Play "This or That" to review suffixes and

		<p>their meanings.</p> <ul style="list-style-type: none"> ● Introduce capital letters for proper nouns with models. ● Explore fiction - roll a story.
<ul style="list-style-type: none"> ● Day 3: Make and confirm predictions of a fiction book. Categorize words that relate to the suffixes -ive, -ative, and -itive. Use capital letters for proper nouns with models. Explore fiction. 	<p>RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> ● Read and discuss a fiction story. Review questioning while listening to the story. ● Post-It Note Stop and Jot Questions as discussing the story. ● Complete an organizer to dissect words into base words and suffixes and their meanings. ● Practice capital letters for proper nouns with models. ● Explore fiction - roll a story.
<ul style="list-style-type: none"> ● Day 4: Discuss the theme of a fiction book. Learn about the differences between synonyms. Use capital letters for proper nouns with models. Explore fiction. 	<p>RL.TS.5.4 L.VL.5.2 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> ● Discuss the theme of the story. Share themes and play “which theme fits?” game. ● Introduce synonyms and shades of meanings from reading a poem aloud. ● Practice capital letters for proper nouns with boom cards. ● Explore fiction - roll a story.
<ul style="list-style-type: none"> ● Day 5: Use and discuss questioning during independent daily reading. Review the differences between synonyms. Use capital letters for proper nouns with models. Explore fiction. 	<p>RL.TS.5.4 L.VL.5.2 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Review Stop and Ask Questions. ● Together, write questions before reading. ● Independently, stop and ask questions from independent daily reading. ● Create a word web finding synonyms for different words. ● Assess capital letters for proper nouns. ● Explore fiction - roll a story.
<ul style="list-style-type: none"> ● Day 6: Listen to, visualize, and discuss a short story. Learn about the functions of the suffixes -ion and -ation. Correctly form irregular plural nouns. Continue to explore fiction. 	<p>RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> ● Read and discuss a short story and the story elements. ● Introduce a narrator and share different characters as the narrator and how the story changes. ● “Word Sort” words with different suffixes and discuss how the spelling changes. ● Introduce irregular plural nouns with models.

		<ul style="list-style-type: none"> Continue to explore fiction - quickwrite - real vs imaginary.
<ul style="list-style-type: none"> Day 7: Listen to a passage from a short story and make inferences. Learn the function of the suffix -sion. Correctly form irregular plural nouns. Continue to explore fiction. 	RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Model reading a passage aloud and making an inference. Match words by base words and suffixes. Introduce irregular plural nouns with models. Continue to explore fiction - quickwrite - messy situation.
<ul style="list-style-type: none"> Day 8: Listen to a passage from a short story and make inferences. Review the suffixes -ion, -ation, and -sion. Correctly form irregular plural nouns. Continue to explore fiction. 	RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Find Clues game and discuss inferences drawn from short passages. Play "Base Word Memory" game. Practice irregular plural nouns with models. Continue to explore fiction - quickwrite - character, setting, plot organizer.
<ul style="list-style-type: none"> Day 9: Listen to and discuss a poem comparing similar topics to a short story. Discuss the features of a print and online thesaurus. Correctly form irregular plural nouns. Continue to explore fiction. 	RL.CT.5.8 L.VL.5.2 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Complete a double entry journal to make inferences from a poem. Compare similar topics from poem to short story. Explore features of a print thesaurus vs an online thesaurus. Practice irregular plural nouns with boom cards. Continue to explore fiction - quickwrite - character, setting, plot organizer.
<ul style="list-style-type: none"> Day 10: Listen to and discuss a poem and write about inferences. Use an online thesaurus to discuss synonyms. Correctly form irregular plural nouns. Continue to explore fiction. 	RL.MF.5.6 L.VL.5.2 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> Complete a double entry journal to make inferences from a poem. Write in response to reading about an inference made while reading a poem. Review synonyms and use the online thesaurus to look up and discuss synonyms. Assess irregular plural nouns.. Continue to explore fiction - quickwrite - character, setting, plot organizer.
<ul style="list-style-type: none"> Day 11: Watch and discuss the importance of a reading conference. Use the guided 	SL.PE.5.1 L.RF.5.3	<ul style="list-style-type: none"> Demonstrate successful and meaningful reading conferences. Discuss the parts of

<p>spelling procedure to spell words with suffixes. Use Possessive nouns correctly. Draft fiction.</p>		<p>each.</p> <ul style="list-style-type: none"> • Whiteboard guided spelling of words with different suffixes. • Introduce possessive plural nouns with models. • Continue to explore and draft fiction - quickwrite - messy situation.
<ul style="list-style-type: none"> • Day 12: Listen to and discuss a nonfiction book and generate story ideas. Learn the meanings of the prefixes co-, col-, com-, and con-. Use Possessive nouns correctly. Draft fiction. 	<p>RI.IT.5.3 L.VL.5.2 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Build background knowledge of narrative nonfiction stories. • Discuss “biography”. Retell important events of a person's life. • Brainstorm other words with the prefixes and compare definitions. • Introduce possessive plural nouns with models. • Continue to explore and draft fiction - quickwrite - What If situation.
<ul style="list-style-type: none"> • Day 13: Listen to and discuss a nonfiction book and generate story ideas. Analyze and discuss words with the prefixes co-, col-, com-, and con-. Use Possessive nouns correctly. Draft fiction. 	<p>RI.IT.5.3 L.VL.5.2 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Retell important events of a person’s life. Use sentence starters to extend and build on one another’s thinking. • Complete an organizer to dissect words into base words and suffixes and their meanings. • Practice possessive plural nouns with sentences. • Continue to explore and draft fiction - quickwrite - What If situation.
<ul style="list-style-type: none"> • Day 14: Listen to and discuss a nonfiction book and discuss important events. Review the prefixes co-, col-, com-, and con-. Use Possessive nouns correctly. Draft fiction. 	<p>RI.IT.5.3 L.VL.5.2 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Add important events of a person’s life to a graphic organizer. • Play “Antonym Memory”. • Practice possessive plural nouns with boom cards. • Continue to explore and draft fiction - quickwrite - getting ideas from pictures.
<ul style="list-style-type: none"> • Day 15: Listen to and discuss a nonfiction book and discuss the subject’s traits. Make connections between etymology and spelling. Use Possessive nouns correctly. Draft fiction. 	<p>RI.AA.5.7 L.VI.5.3 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> • Discuss character traits of a person’s life. Support each trait with text evidence. • Respond to a quote from a book and what that quote means to you.

		<ul style="list-style-type: none"> ● Dissect the layers of the English language - Ancient Greek, Latin, Anglo-Saxon. Compare similarities and differences. ● Assess possessive plural nouns. ● Continue to explore and draft fiction - quickwrite - getting ideas from pictures.
<ul style="list-style-type: none"> ● Day 16: Listen to and discuss a nonfiction article and understand text features used. Use the guided spelling procedure to spell words with prefixes. Use concrete and abstract nouns. Draft Fiction with sensory details. 	RI.MF.5.6 L.VI.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> ● Discuss active listening. ● Introduce important ideas - highlight in article. ● Identify and discuss text features of the article to include picture, caption, subheading, and text box. ● Whiteboard guided spelling of words with different prefixes. ● Introduce concrete and abstract nouns using sentences. ● Continue to draft fiction using sensory details to describe the setting.
<ul style="list-style-type: none"> ● Day 17: Listen to and discuss a nonfiction article and discuss the main ideas and text features. Learn the meaning of the root word struct. Use concrete and abstract nouns. Draft Fiction with sensory details. 	RI.MF.5.6 L.VL.5.2 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> ● Review important ideas. Reread and discuss important ideas and highlights. ● Identify and discuss text features through scavenger hunt of nonfiction books. ● Use images to illustrate words with the root of struct. ● Introduce concrete and abstract nouns using sentences. ● Continue to draft fiction using sensory details to describe the setting.
<ul style="list-style-type: none"> ● Day 18: Listen to and discuss parts of a nonfiction book and discuss and determine important ideas. Read, discuss, and analyze words with the root struct. Use concrete and abstract nouns. Draft Fiction with sensory details. 	RI.CT.5.8 L.VL.5.2 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> ● Review important ideas. Review highlights in the article. ● Discuss independent thinking from important ideas. ● Use a word part clue chart to identify words with the root of struct and others. ● Practice using concrete and abstract nouns through sentences. ● Continue to draft fiction focusing on characters actions, thoughts and speech.

<ul style="list-style-type: none"> ● Day 19: Listen to and discuss part of a nonfiction book and discuss descriptive organization of nonfiction information. Review the root word struct. Use concrete and abstract nouns. Draft Fiction with sensory details. 	<p>RI.TS.5.4 L.VL.5.2 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> ● Reread parts of nonfiction books and discuss descriptive text. Underline key words to distinguish descriptive text. ● Create a word web with the root word struct. Include illustrations. ● Practice using concrete and abstract nouns through boom cards. ● Continue to draft fiction focusing on characters actions, thoughts and speech.
<ul style="list-style-type: none"> ● Day 20: Listen to parts of a nonfiction book again to distinguish between important ideas and supporting details. Read and discuss homographs. Use concrete and abstract nouns. Draft Fiction with sensory details. 	<p>RI.CT.5.8 L.VI.5.3 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Review important ideas and supporting details. Two color highlighter partner discussion to explain each. ● Play “Homograph or Not” to identify homographs and explain. ● Assess concrete and abstract nouns. ● Continue to draft fiction focusing on showing characters through dialogue.
<ul style="list-style-type: none"> ● Day 21: Identify and discuss ideas to include a summary. Use the guided spelling procedure to spell words with struct. Correctly use punctuation in dialogue. Drafting fiction to develop character. 	<p>RI.CT.5.8 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> ● Review important ideas and supporting details. Discuss which details would be important in a summary of the nonfiction book. ● Sort important ideas and non-important ideas. ● Whiteboard guided spelling of words with the root struct. ● Introduce dialogue with punctuation through model sentences. ● Continue to draft fiction focusing on character trait development.
<ul style="list-style-type: none"> ● Day 22: Identify and discuss ideas to include in a summary. Analyze words with similar prefixes and suffixes. Correctly use punctuation in dialogue. Drafting fiction to develop character. 	<p>SL.PE.5.1 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> ● Sort important ideas and non-important ideas - finish from the previous day. ● Sort words into similar categories. Discuss based on prefixes or suffixes. ● Introduce dialogue with punctuation through model sentences. ● Continue to draft fiction focusing on character trait development.
<ul style="list-style-type: none"> ● Day 23: Write a shared summary of a book. 	<p>SL.II.5.2</p>	<ul style="list-style-type: none"> ● Together, use the important ideas to write a

<p>Review the prefixes of col-, con-, co-, and com-. Correctly use punctuation in dialogue. Drafting fiction to develop character.</p>	<p>L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<p>summary together.</p> <ul style="list-style-type: none"> ● Reflect upon, “Why do you think that?” ● Play “Which Word Does Not Belong?” ● Practice dialogue with punctuation through model sentences and draft revision. ● Continue to draft fiction focusing on character trait development.
<ul style="list-style-type: none"> ● Day 24: Compare texts on a similar topic to write about information learned. Review spelling, pronunciation, and parts of speech of words with prefixes and suffixes. Correctly use punctuation in dialogue. Drafting fiction to develop character. 	<p>RI.CT.5.8 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> ● Synthesize information from two sources of similar topics. ● Write in response to what was learned from the sources that was not previously known. ● Play “Which Word Am I?” ● Practice dialogue with punctuation through boom cards. ● Continue to draft fiction focusing on character trait development.
<ul style="list-style-type: none"> ● Day 25: Read independently and use thinking tools. Select, research, discuss, and share about a word of their choice. Correctly use punctuation in dialogue. Drafting fiction to develop character. 	<p>RI.CT.5.8 L.VL.5.2 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Have students use a thinking tool while they read independently. ● Share the thinking tool used and how it helped with comprehension. ● Use an online dictionary or thesaurus to find a word to learn more about. ● Assess dialogue with punctuation. ● Continue to draft fiction focusing on character trait development.

Inclusive concepts

- Discuss the story of “Satchmo’s Master Plan and how he dealt with his anxieties and fears and was able to overcome challenges in his life.

Unit Learning Goals

Unit Three: Fiction

- Discuss the author’s purpose in writing fiction and understand a narrative story structure.
- Understand story elements including character, setting, plot, challenges, or problems, and theme.
- Understand word parts as well as synonyms and antonyms and review roots and affixes.
- Learn about figurative language and discuss similes and metaphors.
- Integrate elements of character, setting, and plot into fiction writing to develop and interesting plots.
- Understand verbs, including past, present and future tense, irregular past tense, and progressive tenses.
- Understand dialogue, including correct punctuation, and the role it plays in fiction stories.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook - Being A Reader ● Textbook - Being A Writer ● Online Benchmark Assessment Resource 	<ul style="list-style-type: none"> ● IXL ● Readworks.org ● Being a Reader Read-Alouds ● Scholastic News 5% ● Lexia ● Classroom Library ● Authentic Grammar ● Topic Focused Webquest

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Listen to and discuss part of a novel. Discuss setting and character. Learn about read and discuss homophones. Use present tense verbs with subject verb agreement. Revision of fiction drafts. 	RL.IT.5.3 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> ● Read and discuss a fiction story. Review setting and characters. ● Introduce a “story arc”. ● Discuss homophones and their meanings. ● Play homophone Bingo. ● Introduce present tense subject verb agreement. ● Revision of fiction drafts, focusing on plot development and story arc.
<ul style="list-style-type: none"> ● Day 2: Listen to and discuss part of a novel. Discuss setting and character. Discuss the structure of fiction. Learning the meanings and functions of the suffixes -ize and -ify. Use present tense verbs with subject verb agreement. Revision of fiction drafts. 	RL.IT.5.3 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> ● Read and discuss a fiction story. Review setting and characters. ● Complete a story structure - story arc. ● Use words in sentences to identify words with suffixes. Define meanings. ● Introduce present tense subject verb agreement. ● Revision of fiction drafts, focusing on plot

		development and story arc.
<ul style="list-style-type: none"> Day 3: Listen to and discuss part of a novel. Discuss character, plot, and challenges faced by the main character. Read, discuss, and analyze words with the suffixes -ize and -ify. Use present tense verbs with subject verb agreement. Revision of fiction drafts. 	RL.IT.5.3 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Read and discuss a fiction story. Review setting, plot, and problems. Complete a character web together. Complete Challenges/Reactions chart. Discuss other words with suffixes. Compare similarities and differences. Practice present tense subject verb agreement with sentences. Revision of fiction drafts, focusing on plot development and story arc.
<ul style="list-style-type: none"> Day 4: Listen to and discuss part of a novel. Discuss important events. Review synonyms and the differences between synonyms. Use present tense verbs with subject verb agreement. Revision of fiction drafts. 	RL.PP.5.5 L.KL.5.1 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Read and discuss a fiction story. Review setting and characters. Add important events to the story arc. Play synonym Bingo. Practice present tense subject verb agreement with boom cards. Revision of fiction drafts, focusing on plot development and story arc.
<ul style="list-style-type: none"> Day 5: Read independently and discuss the character and point of view of the narrator. Listen to a poem and discuss figurative language. Use present tense verbs with subject verb agreement. Revision of fiction drafts. 	RL.IT.5.3 SL.PE.5.1 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> Read and discuss a fiction story. Review story elements. Post It Note - Point of View. Share. Highlight similes and share meanings. Assess present tense subject verb agreement. Revision of fiction drafts, focusing on plot development and story arc.
<ul style="list-style-type: none"> Day 6: Listen to and discuss part of a novel. Discuss structure of fiction. Use guided spelling procedures. Form and use past and future tense verbs. Analyze and revise fiction drafts. 	RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> Read and discuss a fiction story. Add important events to the story arc. Complete a guided spelling lesson with words with prefixes and suffixes. Introduce past and future tense verbs with agreement. Analyze and revise drafts focus on openings that draw in readers.
<ul style="list-style-type: none"> Day 7: Listen to and discuss part of a novel. Use the reading comprehension strategy of 	RL.TS.5.4 L.RF.5.3	<ul style="list-style-type: none"> Read and discuss a fiction story. Stop and Jot to ask questions. Discuss

<p>questioning. Learn the meaning of the prefix inter-. Form and use past and future tense verbs. Analyze and revise fiction drafts.</p>	<p>L.WF.5.2 W.NW.5.3</p>	<p>and share.</p> <ul style="list-style-type: none"> • Compare prefixes with inter-. • Introduce past and future tense verbs with agreement. • Analyze and revise drafts focus on openings that draw in readers.
<ul style="list-style-type: none"> • Day 8: Listen to and discuss part of a novel. Use the reading comprehension strategy of making connection. Review morphemic transformations. Form and use past and future tense verbs. Analyze and revise fiction drafts. 	<p>RL.IT.5.3 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Read and discuss a fiction story. • Make text to self connections. • Create morphemic transformations by adding and removing suffixes and prefixes. • Practice past and future tense verbs with agreement with sentences. • Analyze and revise drafts focus on transitional words and phrases.
<ul style="list-style-type: none"> • Day 9: Listen to and discuss part of a novel. Generate ideas about the book. Read, analyze, and discuss words with the prefix inter-. Form and use past and future tense verbs. Analyze and revise fiction drafts. 	<p>RL.IT.5.3 SL.PE.5.1 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Read and discuss a fiction story. • Add important events to the story arc. Share thinking and ideas. • Review words with prefix inter- and their definitions. • Practice past and future tense verbs with agreement with boom cards. • Analyze and revise drafts focus on transitional words and phrases.
<ul style="list-style-type: none"> • Day 10: Read independently and discuss the characters and problems. Listen to a poem and discuss metaphors. Form and use past and future tense verbs. Analyze and revise fiction drafts. 	<p>RL.IT.5.3 SL.PE.5.1 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> • Read and discuss a fiction story. Review story elements. • Post It Note - Problems/Solutions. Share. • Highlight metaphors in poems. Share meanings. • Assess past and future tense verbs with agreement. • Analyze and revise drafts focus on transitional words and phrases.
<ul style="list-style-type: none"> • Day 11: Listen to and discuss part of a novel. Write and discuss ideas about the story. Use guided spelling procedures. Form and use irregular past tense verbs. Analyze and revise fiction drafts. 	<p>RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Read and discuss a fiction story. Review story elements. • Use jots to write while reading the story. • Complete a guided spelling lesson with words with prefixes and suffixes. • Introduce forming irregular past tense

		<p>verbs.</p> <ul style="list-style-type: none"> Analyze and revise drafts focus on drawing the story to a close.
<ul style="list-style-type: none"> Day 12: Listen to and discuss part of a novel. Use reading strategies to understand the story. Learn the function of the suffix -ure. Form and use irregular past tense verbs. Analyze and revise fiction drafts. 	<p>RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> Read and discuss a fiction story using thinking tools to aid. Introduce words with suffix -ure and their meanings. Introduce forming irregular past tense verbs. Analyze and revise drafts focus on drawing the story to a close.
<ul style="list-style-type: none"> Day 13: Listen to and discuss part of a novel. Discuss character and plot. Write and illustrate sentences that use the word pleasure and displeasure. Form and use irregular past tense verbs. Analyze and revise fiction drafts. 	<p>RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> Read and discuss a fiction story. Review story elements. Add to and review story arc. Write and Illustrate words and their meanings. Practice forming irregular past tense verbs through modeling. Analyze and revise drafts focus on drawing the story to a close.
<ul style="list-style-type: none"> Day 14: Listen to and discuss part of a novel. Discuss character and plot. Discuss concrete and abstract nouns. Form and use irregular past tense verbs. Proofread fiction drafts. 	<p>RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> Read and discuss a fiction story. Review story elements. Add to and review story arc. Word Sort - Nouns. Practice forming irregular past tense verbs through boom cards. Proofread fiction drafts focusing on speech.
<ul style="list-style-type: none"> Day 15: Read independently and discuss the characters and problems. Listen to a poem and discuss personification. Form and use irregular past tense verbs. Proofread fiction drafts. 	<p>RL.IT.5.3 SL.PE.5.1 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> Read and discuss a fiction story. Review story elements. Post It Note - Problems/Solutions. Share. Highlight metaphors in poems. Share meanings. Assess forming irregular past tense verbs. Proofread fiction drafts focusing on run on sentences.
<ul style="list-style-type: none"> Day 16: Listen to and discuss part of a novel. Discuss character and plot. Use guided 	<p>RL.CT.5.8 L.RF.5.3</p>	<ul style="list-style-type: none"> Read and discuss a fiction story. Complete and add to Character Web.

<p>spelling procedures. Use am, is, are, was, were, will with the -ing form of a main verb. Proofread fiction drafts..</p>	<p>L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Complete a guided spelling lesson with words with prefixes and suffixes. • Introduce being verbs and main and helping verbs. • Proofread fiction drafts focusing on prepositions and prepositional phrases.
<ul style="list-style-type: none"> • Day 17: Listen to and discuss part of a novel. Review story elements. Learn the meanings of the roots fract/frag and rupt. Use am, is, are, was, were, will with the -ing form of a main verb. Proofread fiction drafts. 	<p>RL.TS.5.4 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Read and discuss a fiction story. • Review story elements and add to the story arc. • Introduce the roots and definitions. • Introduce being verbs and main and helping verbs. • Proofread fiction drafts focusing on prepositions and prepositional phrases.
<ul style="list-style-type: none"> • Day 18: Listen to and discuss part of a novel. Make inferences. Read, discuss and analyze words with the roots fract/frag and rupt. Use am, is, are, was, were, will with the -ing form of a main verb. Proofread fiction drafts. 	<p>RL.CI.5.2 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Read and discuss a fiction story. • Making inferences - use double entry journals. Share. • Word Sort of root words. • Practice using being verbs and main and helping verbs in sentences. • Proofread fiction drafts focusing on point of view.
<ul style="list-style-type: none"> • Day 19: Listen to and discuss part of a novel. Make inferences. Create word webs with the roots fract/frag and rupt. Use am, is, are, was, were, will with the -ing form of a main verb. Proofread fiction drafts. 	<p>RL.CI.5.2 L.RF.5.3 L.WF.5.2 W.NW.5.3</p>	<ul style="list-style-type: none"> • Read and discuss a fiction story. • Making inferences - use double entry journals. Share. • Create a word web with pictures and definitions for root words. • Practice using being verbs and main and helping verbs by using boom cards. • Proofread fiction drafts focusing on point of view.
<ul style="list-style-type: none"> • Day 20: Read independently and discuss inferences made. Listen to a haiku poem. Use am, is, are, was, were, will with the -ing form of a main verb. Proofread fiction drafts. 	<p>RL.IT.5.3 SL.PE.5.1 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> • Read and discuss a fiction story. Review story elements. • Double Entry Journal - Making inferences. Share. • Create and write a haiku. • Assess using being verbs and main and helping verbs in sentences.

		<ul style="list-style-type: none"> • Proofread fiction drafts focusing on maintaining consistent verb tenses.
<ul style="list-style-type: none"> • Day 21: Listen to and discuss part of a novel. Discuss real life issues in the novel. Use guided spelling procedures. Use modal auxiliaries to convey various conditions. Publish fiction drafts. 	RL.CT.5.8 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Read and discuss a fiction story. • Compare the issues in the novel to issues in our world today. • Complete a guided spelling lesson with words with prefixes and suffixes. • Introduce modal auxiliaries to convey various conditions of verbs. • Publish fiction stories by typing and illustrating.
<ul style="list-style-type: none"> • Day 22: Listen to and discuss parts of a novel. Discuss theme. Review suffixes. Use modal auxiliaries to convey various conditions. Publish fiction drafts. 	RL.CI.5.2 L.RF.5.3 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Complete the reading of a fiction story. • Discuss themes seen in the fiction story. • Word sort words with suffixes into categories and explain. • Introduce modal auxiliaries to convey various conditions of verbs. • Publish fiction stories by typing and illustrating.
<ul style="list-style-type: none"> • Day 23: Write a summary about the novel. Review prefixes and roots. Use modal auxiliaries to convey various conditions. Publish fiction drafts. 	RL.CR.5.1 W.RW.5.7 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Discuss and write a summary of a fiction story. • Compare words and definitions of roots and prefixes. • Practice modal auxiliaries to convey various conditions of verbs through modeling sentences. • Publish fiction stories by typing and illustrating.
<ul style="list-style-type: none"> • Day 24: Write about themes in the novel. Choose an object in nature to elicit ideas for a poem. Use modal auxiliaries to convey various conditions. Publish fiction drafts. 	RL.CR.5.1 W.RW.5.7 L.WF.5.2 W.NW.5.3	<ul style="list-style-type: none"> • Write about a theme of a fiction story. Use text evidence to support the theme. • List ideas of objects in nature • Play "Which Word Am I"? • Practice modal auxiliaries to convey various conditions of verbs through boom cards. • Publish fiction stories by typing and illustrating.

<ul style="list-style-type: none"> • Day 25: Read independently and discuss reading strategies. Listen to a poem and discuss personification. Use modal auxiliaries to convey various conditions. Publish fiction drafts. 	RL.IT.5.3 SL.PE.5.1 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> • Read and discuss a fiction story. Review story elements. • Write a haiku. Share. • Assess modal auxiliaries to convey various conditions of verbs. • Authors Chair - share fiction stories and illustrations.
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Inclusive concepts
<ul style="list-style-type: none"> • Discuss “The Night Diary” and how India gained independence from Britain and is divided into two smaller countries. Discuss the feelings of the families and their need for safety and security.

Unit Learning Goals
<p>Unit Four: Narrative Nonfiction</p> <ul style="list-style-type: none"> • Discuss traits and motivations of explorers to learn about the predictable structure of biographies. • Engage in written conversations to share thinking and build on partner’s thinking. • Understand word parts clues to think about the meanings of words. • Learn about figurative language and discuss idioms. • Research skills: taking notes, categorizing information by subtopic, and conducting effective internet searches. • Learn about bibliographies and writing to use facts and examples to add substance. • Understand pronouns and pronoun verb agreement, and contractions.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Textbook - Being A Reader • Textbook - Being A Writer • Online Benchmark Assessment Resource 	<ul style="list-style-type: none"> • IXL • Readworks.org • Being a Reader Read-Alouds • Scholastic News 5% • Lexia • Classroom Library • Authentic Grammar • Topic Focused Webquest

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Listen to and discuss part of a biography. Identify what is known about a topic. Read and discuss homophones. Understand subject and object pronouns. Explore nonfiction topics and issues. 	RI.CR.5.1 L.RF.5.3 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> Read and discuss a narrative nonfiction biography. Complete a before/after reading chart “what we know about” person. Play Left or Right with Homophones and sentences. Introduce subject and object pronouns in mentor sentences. Introduce expository nonfiction writing and define what it includes.
<ul style="list-style-type: none"> Day 2: Listen to and discuss part of a biography. Use questioning. Learn the meaning of the root word bio. Understand subject and object pronouns. Explore nonfiction topics and issues. 	RI.CI.5.2 L.RF.5.3 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> Read and discuss a narrative nonfiction biography. Stop and Jot Asking Questions. Introduce words with the root bio. Draw pictures to complete root word web. Introduce subject and object pronouns in mentor sentences. Look at expository nonfiction writing and generate questions about a nonfiction topic.
<ul style="list-style-type: none"> Day 3: Listen to and discuss part of a biography. Discuss the subject’s motivations and traits. Learn the meaning of the suffix -logy and -ology. Understand subject and object pronouns. Explore nonfiction topics and issues. 	RI.CR.5.1 L.RF.5.3 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> Read and discuss a narrative nonfiction biography. Complete a traits and motivations reading chart. Use text evidence. Introduce words with -logy and -ology suffixes. Compare and definitions. Practice subject and object pronouns in mentor sentences. Look at expository nonfiction writing and generate questions about a nonfiction topic.
<ul style="list-style-type: none"> Day 4: Listen to and discuss part of a biography. Review the story arc and discuss the structure of a biography. Discuss theme. Review the suffix -logy and -ology. Understand subject and object pronouns. Explore nonfiction topics and issues. 	RI.CI.5.2 L.RF.5.3 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> Read and discuss a narrative nonfiction biography. Complete a story arc and discuss “narrative” vs “expository” nonfiction. Complete 4 square theme chart. Play fill in the missing suffix.

		<ul style="list-style-type: none"> ● Practice subject and object pronouns in boom cards. ● Read expository nonfiction writing about a problem in the world; generate ideas and questions.
<ul style="list-style-type: none"> ● Day 5: Read independently and discuss inferences made. Read morphemic transformations for the words explore and archaeology. Understand subject and object pronouns. Explore nonfiction topics and issues. 	RI.CR.5.1 L.VL.5.2 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> ● Read and discuss a narrative nonfiction biography. ● Share inferences made. ● Share morphemic transformations of words with suffixes (-ology & -logy). ● Assess subject and object pronouns in sentences. ● Read expository nonfiction writing about a problem in the world; generate ideas and questions.
<ul style="list-style-type: none"> ● Day 6: Listen to and discuss part of a biography. Discuss important events of the subject. Use the guided spelling procedure. Correctly use relative pronouns. Explore nonfiction topics and issues. 	RI.CR.5.1 L.RF.5.3 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> ● Read and discuss a narrative nonfiction biography. ● Gather important events of biography life. ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce relative pronouns. ● Read expository nonfiction writing about a problem in nature; generate ideas and questions.
<ul style="list-style-type: none"> ● Day 7: Listen to and discuss part of a biography. Discuss the subject's motivations and traits. Discuss theme. Learn the meaning of the prefix auto- and root mot/mob. Correctly use relative pronouns. Explore nonfiction topics and issues. 	RI.CR.5.1 L.RF.5.3 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> ● Read and discuss a narrative nonfiction biography. ● Complete a traits and motivations reading chart. Use text evidence. ● Post It Note Theme. Share and Discuss. ● Root Word - mot/mob - definitions and sentences; dissect word meaning. ● Introduce relative pronouns. ● Read expository nonfiction writing about a problem in nature; generate ideas and questions.
<ul style="list-style-type: none"> ● Day 8: Watch and discuss a video. Compare and contrast first and secondhand accounts. Read, analyze, and discuss words with the 	RI.CT.5.8 L.RF.5.3 L.WF.5.2	<ul style="list-style-type: none"> ● Watch a video about biography subject. Compare first and secondhand accounts. Discuss differences and similarities.

<p>root mot/mob. Correctly use relative pronouns. Explore nonfiction topics and issues.</p>	<p>W.IW.5.2</p>	<ul style="list-style-type: none"> ● Review roots, mot/mob. Write sentences with words with roots. ● Practice using relative pronouns correctly in sentences. ● Read expository nonfiction writing about a problem in nature; generate ideas and questions.
<ul style="list-style-type: none"> ● Day 9: Reread part of a biography closely. Discuss the subject's motivations and traits. Visualize and discuss figurative language in part of the text. Read and discuss words with the root mot/mob. Correctly use relative pronouns. Explore nonfiction topics and issues. 	<p>RI.CR.5.1 L.VI.5.3 L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> ● Reread and discuss a narrative nonfiction biography. ● Close eyes and visualize the story. Share visualizations. Review figurative language. ● Root Word - mot/mob. Create drawings to go along with sentences. Share. ● Practice using relative pronouns correctly in boom cards. ● Read expository nonfiction writing to understand an author; generate ideas and questions.
<ul style="list-style-type: none"> ● Day 10: Read independently with attention to punctuation. Discuss how words related to the theme of exploration relate to our own lives. Read morphemic transformations of words. Correctly use relative pronouns. Explore nonfiction topics and issues. 	<p>RI.CR.5.1 L.VL.5.2 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Read and discuss a narrative nonfiction biography. Review punctuation in inflection. ● Share themes found and how they relate to ourselves and our lives. ● Share morphemic transformations of words with suffixes and prefixes. ● Assess using relative pronouns correctly. ● Use peer conferring to cultivate and express curiosity about a nonfiction topic.
<ul style="list-style-type: none"> ● Day 11: Listen to and discuss a biographical article. Discuss the structure of biographies. Use the guided spelling procedure. Use pronouns to agree with verbs. Select a topic for expository nonfiction writing. 	<p>RI.TS.5.4 L.RF.5.3 L.WF.5.2 W.WR.5.5</p>	<ul style="list-style-type: none"> ● Listen to and discuss a narrative nonfiction biography. ● Complete a structure of biographies chart. ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce pronoun and verb agreement. ● Select a topic for expository nonfiction writing.
<ul style="list-style-type: none"> ● Day 12: Listen to and discuss a biography. Discuss point of view. Discuss and write about the subject's traits and motivations. Learn 	<p>RI.PP.5.5 L.VL.5.2 L.WF.5.2</p>	<ul style="list-style-type: none"> ● Listen to and discuss a narrative nonfiction biography. ● Review point of view. Play Point of View

<p>about the suffix -ity. Use pronouns to agree with verbs. Develop questions for expository nonfiction writing.</p>	<p>W.SE.5.6</p>	<p>Bingo.</p> <ul style="list-style-type: none"> ● Learn about the suffix -ity and its definition. ● Introduce pronoun and verb agreement. ● Develop a list of questions for expository nonfiction writing topics.
<p>● Day 13: Listen to and discuss a biographical article. Discuss the subject's traits and motivations. Review the suffix -ity. Use pronouns to agree with verbs. Use paraphrasing to summarize and take notes.</p>	<p>RI.CR.5.1 L.RF.5.3 L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> ● Listen to and discuss a narrative nonfiction biographical article. ● Underline subject's traits and motivations text evidence. ● Match words by base word or root and suffix. ● Practice pronoun and verb agreement in mentor sentences. ● Understand how to paraphrase in order to take notes on notecards for expository nonfiction writing.
<p>● Day 14: Listen to and discuss a podcast episode and use reading comprehension strategies. Discuss theme. Read and discuss words with suffixes including -ity. Use pronouns to agree with verbs. Use paraphrasing to summarize and take notes.</p>	<p>RI.PP.5.5 L.VL.5.2 L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> ● Listen to and discuss a narrative nonfiction biography podcast. ● Post-It Note Theme activity. ● Analyze words and sort them into categories. Discuss categories. ● Practice pronoun and verb agreement by using boom cards. ● Practice how to paraphrase in order to take notes on notecards for expository nonfiction writing.
<p>● Day 15: Read independently and write and share about reading strategies used. Review synonyms. Use pronouns to agree with verbs. Use paraphrasing to summarize and take notes.</p>	<p>RI.CR.5.1 L.VI.5.3 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Read and discuss a narrative nonfiction biography. ● Write in response to reading strategies used. ● Create a synonym word web. ● Assess pronoun and verb agreement. ● Practice how to paraphrase in order to take notes on notecards for expository nonfiction writing.
<p>● Day 16: Generate and discuss ideas about the biographies. Discuss information learned across biographies. Use the guided spelling</p>	<p>RI.CT.5.8 SL.PE.5.1 L.WF.5.2</p>	<ul style="list-style-type: none"> ● Chart ideas about common themes/lessons learned in biographies. Discuss. ● Complete a guided spelling lesson with

<p>procedure. Use contractions in writing. Research and take notes for expository nonfiction writing.</p>	<p>W.SE.5.6</p>	<p>words with prefixes and suffixes.</p> <ul style="list-style-type: none"> ● Introduce contractions in writing. ● Use notecards to research, organize, and take notes for expository nonfiction writing.
<p>● Day 17: Listen to and discuss a web page. Explore web pages. Discuss text features. Review the prefix auto-, roots bio and mot/mob. Use contractions in writing. Research and take notes for expository nonfiction writing.</p>	<p>RI.CT.5.8 SL.UM.5.5 L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> ● Use web pages to guide research on “explorers” through history. ● Discuss nonfiction text features. Use cue cards with definitions and examples. ● Play a matching game with prefixes, suffixes, and roots. ● Introduce contractions in writing. ● Use notecards to research, organize, and take notes for expository nonfiction writing.
<p>● Day 18: Read and discuss a webpage. Explore web pages. Discuss text features. Review the suffixes -logy/-ology. Use contractions in writing. Research and take notes for expository nonfiction writing.</p>	<p>RI.CT.5.8 SL.UM.5.5 L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> ● Use web pages to guide research on “explorers” through history. ● Discuss nonfiction text features. Play “I Have Who Has”. ● Play Jeopardy review game with prefixes, roots, and suffixes. ● Practice contractions in writing through mentor sentences. ● Use notecards to research, organize, and take notes for expository nonfiction writing.
<p>● Day 19: Share information learned from online research. Write about the subject's traits and motivations. Illustrate and discuss words. Use contractions in writing. Research and take notes for expository nonfiction writing.</p>	<p>RI.PP.5.5 SL.PE.5.1 L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> ● Present research on “explorers” through history. ● Write in response to reading - subject's traits and motivations. ● Illustrate and discuss words with suffixes, roots, and prefixes. ● Practice contractions in writing using boom cards. ● Use notecards to research, organize, and take notes for expository nonfiction writing.
<p>● Day 20: Discuss and share about texts read independently. Learn about idioms. Use contractions in writing. Research and take notes for expository nonfiction writing.</p>	<p>RI.PP.5.5 SL.II.5.2 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Share information about biography texts read independently. ● Discuss and illustrate idioms - figurative and literal meanings. ● Assess contractions in writing.

		<ul style="list-style-type: none"> Use notecards to research, organize, and take notes for expository nonfiction writing.
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Inclusive concepts
<ul style="list-style-type: none"> Discuss <i>I, Matthew Henson</i> and how he fought many inequalities and had to learn the Inuit language to preserve through hunger and cold to become the first African American to reach the North Pole.

Unit Learning Goals
<p>Unit Five: Expository Nonfiction</p> <ul style="list-style-type: none"> Think about the ways authors organize information and use reading comprehension tools to support their understanding. Learn fix up strategies and self monitoring during IDR reading. Build knowledge about a topic learned through reading and researching expository nonfiction texts. Build vocabulary knowledge using words and ideas connected to a reading strand or topic. Research skills: taking notes, categorizing information by subtopic, and conducting effective internet searches. Learn about bibliographies and writing to use facts and examples to add substance. Understand adjectives, articles and adverbs, including relative and comparative adverbs.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> Textbook - Being A Reader Textbook - Being A Writer Online Benchmark Assessment Resource 	<ul style="list-style-type: none"> IXL Readworks.org Being a Reader Read-Alouds Scholastic News 5% Lexia Classroom Library Authentic Grammar Topic Focused Webquest

Daily Targets	NJSL Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> Day 1: Listen to and discuss part of an expository nonfiction book. Identify what is 	RI.CI.5.2 L.RF.5.3	<ul style="list-style-type: none"> Read and discuss an expository nonfiction book.

<p>known about a topic. Use and discuss text features. Read and discuss homophones. Use articles and adjectives in writing. Research and take notes for expository nonfiction writing.</p>	<p>L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> • Complete a before/after reading chart “what we know about” person. • Play Left or Right with Homophones and sentences. • Introduce adjectives and articles in sentences. • Use notecards to research, organize, and take notes for expository nonfiction writing.
<ul style="list-style-type: none"> • Day 2: Listen to and discuss part of an expository nonfiction book. Determine and discuss important ideas. Learn about the roots terr and geo. Use articles and adjectives in writing. Research and take notes for expository nonfiction writing. 	<p>RI.CI.5.2 L.VL.5.2 L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> • Read and discuss an expository nonfiction book. • Complete important ideas list and discuss. • Introduce roots geo and terr. Discuss meanings and words with roots. • Introduce adjectives and articles in sentences. • Use notecards to research, organize, and take notes for expository nonfiction writing.
<ul style="list-style-type: none"> • Day 3: Listen to and discuss part of an expository nonfiction book. Identify and distinguish between important ideas and supporting details. Read and use the context of words with the root geo and terr. Use articles and adjectives in writing. Research and take notes for expository nonfiction writing. 	<p>RI.CI.5.2 L.VL.5.2 L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> • Read and discuss an expository nonfiction book. • Add supporting details to the chart from the previous day. • Sort cards - important idea or supporting detail? Discuss and explain. • Read and discuss sentences with roots terr and geo. Write sentences independently. • Practice using adjectives and articles in sentences. • Use notecards to research, organize, and take notes for expository nonfiction writing.
<ul style="list-style-type: none"> • Day 4: Reread and discuss part of an expository nonfiction book. Write in response to reading strategies. Review the roots terr and geo. Use articles and adjectives in writing. Research and take notes for expository nonfiction writing. 	<p>RI.CI.5.2 L.VL.5.2 L.WF.5.2 W.SE.5.6</p>	<ul style="list-style-type: none"> • Reread and discuss an expository nonfiction book. • Discuss more ideas/details heard on the second reading. • Write about how text features help readers understand text. • Create a word web with illustrations of words with the root terr and geo. • Practice using adjectives and articles using boom cards.

		<ul style="list-style-type: none"> ● Use notecards to research, organize, and take notes for expository nonfiction writing.
<ul style="list-style-type: none"> ● Day 5: Read independently and while paying attention to phrasing. Analyze words by creating categories. Use articles and adjectives in writing. Research and take notes for expository nonfiction writing. 	RI.CI.5.2 L.VL.5.2 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> ● Read and discuss an expository nonfiction book. ● Notice phrasing as reading. ● Sort words with prefixes, suffixes and roots into categories. Explain reasoning. ● Assess adjectives and articles. ● Use notecards to research, organize, and take notes for expository nonfiction writing.
<ul style="list-style-type: none"> ● Day 6: Read and discuss part of an expository nonfiction book. Use text features. Discuss problems and solutions. Use the guided spelling procedure. Understand using comparative adjectives. Draft an expository nonfiction writing. 	RI.TS.5.4 L.VL.5.2 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> ● Read and discuss an expository nonfiction book. ● Complete a chart of text features and information learned. ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce using comparative adjectives. ● Use notecard research to draft an expository nonfiction writing.
<ul style="list-style-type: none"> ● Day 7: Read and discuss part of an expository nonfiction book. Use text features. Write about information learned. Learn the meanings of the roots aqua and hydra. Understand using comparative adjectives. Draft an expository nonfiction writing. 	RI.TS.5.4 L.VL.5.2 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> ● Read and discuss an expository nonfiction book. ● Write about a text feature in the book and information learned from it. ● Introduce roots aqua and hydra. Discuss meanings and words with roots. ● Introduce using comparative adjectives. ● Use notecard research to draft an expository nonfiction writing.
<ul style="list-style-type: none"> ● Day 8: Listen to and discuss a nonfiction article. Read, analyze, and discuss words with the roots aqua and hydra. Understand using comparative adjectives. Draft an expository nonfiction writing. 	RI.TS.5.4 L.VL.5.2 L.WF.5.2 W.IW.5.2	<ul style="list-style-type: none"> ● Read and discuss an expository nonfiction article. ● Review roots aqua and hydra. Discuss meanings and words with roots. ● Practice using comparative adjectives in sentences. ● Use notecard research to draft an expository nonfiction writing.
<ul style="list-style-type: none"> ● Day 9: Use a venn diagram to compare and 	RI.TS.5.4	<ul style="list-style-type: none"> ● Complete a venn diagram comparing and

<p>contrast relationships. Create a word web with the roots aqua and hydra. Understand using comparative adjectives. Draft an expository nonfiction writing.</p>	<p>L.VL.5.2 L.WF.5.2 W.IW.5.2</p>	<p>contrasting information from expository nonfiction article.</p> <ul style="list-style-type: none"> • Create a word web with the roots aqua and hydra. Use pictures to illustrate meaning. • Practice using comparative adjectives using boom cards. • Use notecard research to draft an expository nonfiction writing.
<ul style="list-style-type: none"> • Day 10: Read independently. Pay attention to structures and their signal words. Discuss morphemic transformations of words with the root hydra and aqua. Understand using comparative adjectives. Draft an expository nonfiction writing. 	<p>RI.TS.5.4 L.VI.5.3 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> • Read and discuss an expository nonfiction book independently. • Post It Note signal words determining text structure. • Discuss meanings and words with roots and how prefixes and suffixes change meaning. • Assess comparative adjectives. • Use notecard research to draft an expository nonfiction writing.
<ul style="list-style-type: none"> • Day 11: Read and discuss part of an expository nonfiction book. Use text features. Use guided spelling procedure. Understand adverbs and how they are used. Revise expository nonfiction writing. 	<p>RI.MF.5.6 L.VI.5.3 L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> • Read and discuss an expository nonfiction book. • Complete a chart of text features and information learned. • Complete a guided spelling lesson with words with prefixes and suffixes. • Introduce and define adverbs using mentor sentences. • Revise expository nonfiction writing, looking at transitional words and phrases.
<ul style="list-style-type: none"> • Day 12: Read and discuss part of an expository nonfiction book. Use text features. Learn the meaning of the root ject. Understand adverbs and how they are used. Revise expository nonfiction writing. 	<p>RI.MF.5.6 L.VI.5.3 L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> • Read and discuss an expository nonfiction book. • Complete a chart of text features and information learned. • Read words and sentences with the root ject. Determine meaning. • Introduce and define adverbs using mentor sentences. • Revise expository nonfiction writing, looking at text features.

<ul style="list-style-type: none"> ● Day 13: Read and discuss part of an expository nonfiction book. Use reading strategy - determine important ideas and summarizing. Read morphemic transformations of the root ject. Understand adverbs and how they are used. Revise expository nonfiction writing. 	<p>RI.MF.5.6 L.VI.5.3 L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> ● Read and discuss an expository nonfiction book. ● Complete a chart of important ideas to help with summarizing. ● Read morphemic transformation of the root ject. Discuss differences and meanings. ● Practice adverbs using mentor sentences. ● Revise expository nonfiction writing, looking at text features.
<ul style="list-style-type: none"> ● Day 14: Listen to and discuss a webpage. Use text features. Use reading strategy - determine important ideas and summarizing. Review root words with ject. Understand adverbs and how they are used. Revise expository nonfiction writing. 	<p>RI.MF.5.6 L.VI.5.3 L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> ● Read and discuss an expository nonfiction webpage. ● Complete a chart of text features and information learned. ● Complete a chart of important ideas to help with summarizing. ● Create illustrations to explain the meaning of the words with the rood ject. ● Practice adverbs using boom cards. ● Revise expository nonfiction writing, looking at text features.
<ul style="list-style-type: none"> ● Day 15: Read independently. Use reading strategy - determine important ideas and summarizing. Listen to a poem to determine a theme. Understand adverbs and how they are used. Revise expository nonfiction writing. 	<p>RI.MF.5.6 RI.CT.5.8 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Read independently. ● Use important ideas to create a summary. Share. ● Write about a theme from a poem. ● Asses adverbs. ● Revise expository nonfiction writing, focusing on interesting introductions.
<ul style="list-style-type: none"> ● Day 16: Read and discuss part of an expository nonfiction article. Use reading strategy - determine important ideas and summarizing. Use the guided spelling procedures. Use comparative adverbs. Edit and Publish expository nonfiction writing. 	<p>RI.MF.5.6 L.RF.5.3 L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> ● Read and discuss an expository nonfiction article. ● Complete a chart of important ideas to help with summarizing. ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce comparative adverbs. ● Edit expository nonfiction writing, focusing on run on sentences and fragments.
<ul style="list-style-type: none"> ● Day 17: Watch and discuss a video. Determine important ideas to help with 	<p>RI.MF.5.6 L.VL.5.2</p>	<ul style="list-style-type: none"> ● Watch and discuss an expository nonfiction article.

<p>summarizing. Read and discuss words with roots. Use comparative adverbs. Edit and Publish expository nonfiction writing.</p>	<p>L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> • Complete a chart of important ideas to help with summarizing. • Categorize words with roots. Explain categories. Share. • Introduce comparative adverbs. • Create a bibliography for expository nonfiction writing.
<p>• Day 18: Read and discuss a webpage. Explore webpages while using fix up strategies to aid comprehension. Review spelling, pronunciation, and syllabication. Use comparative adverbs. Edit and Publish expository nonfiction writing.</p>	<p>RI.MF.5.6 L.VL.5.2 L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> • Read and discuss an expository nonfiction webpages. • Share findings from summaries and text features. • White Board Spelling and Class Pronunciation. • Practice using comparative adverbs in sentences. • Publish expository nonfiction writing, create an about the author section.
<p>• Day 19: Discuss, write about, and share information learned across expository nonfiction texts. Select, research, discuss, and share a word. Use comparative adverbs. Edit and Publish expository nonfiction writing.</p>	<p>RI.MF.5.6 SL.PE.1.5 L.WF.5.2 W.IW.5.2</p>	<ul style="list-style-type: none"> • Share findings from summaries and text features among common genres and topics of expository nonfiction. • Word Collections. Share. • Practice using comparative adverbs using boom cards. • Author's chair share expository nonfiction writing .
<p>• Day 20: Discuss and share about texts read independently. Learn about found poetry. Use comparative adverbs. Edit and Publish expository nonfiction writing.</p>	<p>RI.MF.5.6 SL.PE.1.5 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> • Share summaries and text features from books read independently during IDR. • Create and write a found poem. • Assess comparative adverbs. • Author's chair share expository nonfiction writing.

Inclusive concepts

- Discuss *The Gorilla Doctors*. Explain how the Central American government and people are working together to save the wild mountain gorillas.

Unit Learning Goals

Unit Six: Persuasive Nonfiction

- Learn about the predictable ways that persuasive nonfiction texts are organized.
- Learn about important ideas in persuasive text and text evidence to support them.
- Think critically about the author's purposes for writing, opinions, and intended audiences.
- Use word parts such as suffixes, prefixes, and roots to help gain a deeper understanding of how words are connected.
- Identify an audience and purpose for writing as well as supporting their opinions with reasons.
- Learn and use homophones, prepositions and combining sentences with correct punctuation, including commas.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook - Being A Reader ● Textbook - Being A Writer ● Online Benchmark Assessment Resource 	<ul style="list-style-type: none"> ● IXL ● Readworks.org ● Being a Reader Read-Alouds ● Scholastic News % ● Lexia ● Classroom Library ● Authentic Grammar ● Topic Focused Webquest

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Listen to and discuss a nonfiction text. Identify opinions and reasons in the text. Generate questions. Read and discuss homophones. Explore opinion writing. 	RI.AA.5.7 L.VI.5.3 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> ● Listen to and discuss a nonfiction article. ● Review opinion definition. Highlight reasons and opinions in text. ● Play "I Have Who Has" with homophones.
<ul style="list-style-type: none"> ● Day 2: Listen to and discuss a nonfiction text. Share and discuss opinions. Identify what is learned from the text. Learn the meanings of the prefixes anti-/ant- and contra-/counter-. Understand homophones. Explore opinion writing. 	RI.CR.5.1 L.VL.5.2 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> ● Listen to and discuss a nonfiction article. ● Complete structure organizer about persuasive text. ● Class Jot - What I Learned? ● Introduce prefixes anti-/ant- and contra-/counter-. Discuss words and meanings. ● Practice homophones.

		<ul style="list-style-type: none"> Read and discuss opinion writing and look for author's purpose.
<ul style="list-style-type: none"> Day 3: Listen to and discuss a nonfiction text again. Discuss ways authors persuade. Discuss compare and contrast, problem and solution and cause and effect relationships. Read, analyze, and discuss prefixes anti-/ant- and contra-/counter-. Understand homophones. Explore opinion writing. 	RI.CR.5.1 L.VL.5.2 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> Complete ways authors persuade and complete chart. Review all nonfiction text structures. Play review scoot. Prefixes anti-/ant- and contra-/counter- match word parts and meanings. Practice homophones with mentor sentences. Read and discuss opinion writing and look for author's purpose.
<ul style="list-style-type: none"> Day 4: Listen to and discuss a nonfiction text. Discuss the structure of a persuasive text. Determine reasons and important ideas. Review the prefixes anti-/ant- and contra-/counter-. Understand homophones. Explore opinion writing. 	RI.CR.5.2 L.VL.5.2 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> Listen to and discuss a nonfiction article. Complete a flow chart and highlight structure of persuasive texts. Jot important ideas and reasons. Create a word web with the prefixes anti-/ant- and contra-/counter-. Practice homophones with boom cards. Read and discuss opinion writing and look for facts and support.
<ul style="list-style-type: none"> Day 5: Listen to parts of a nonfiction text again. Discuss ways authors persuade. Share and discuss opinions. Read and discuss idioms. Understand homophones. Explore opinion writing. 	RI.CR.5.2 L.VL.5.3 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> Listen to and discuss a nonfiction article. Share benefits of rereading. Discuss different ways authors persuade in text. Draw figurative and literal idioms. Share. Assess homophones. Read and discuss opinion writing and look for facts and support.
<ul style="list-style-type: none"> Day 6: Listen to and discuss a nonfiction text. Determine reasons and important ideas. Share what is learned. Use the guided spelling procedure. Identify and understand 	RI.AA.5.7 L.VL.5.2 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> Listen to and discuss a nonfiction article. Highlight reasons and important ideas. Introduce prepositions using mentor sentences.

<p>prepositions. Explore opinion writing and our own opinions.</p>		<ul style="list-style-type: none"> • Complete a guided spelling lesson with words with prefixes and suffixes. • Read and discuss opinion writing while identifying our own opinion and evidence to support.
<ul style="list-style-type: none"> • Day 7: Listen to parts of a nonfiction text again. Discuss audience and author's purpose. Learn the meaning of the root dict. Identify and understand prepositions. Explore opinion writing and our own opinions. 	<p>RI.AA.5.7 L.VL.5.2 L.WF.5.2 W.AW.5.1</p>	<ul style="list-style-type: none"> • Listen to and discuss a nonfiction article again. • Match author's purpose and audience. • Learn the meaning and words with the root dict. • Complete a guided spelling lesson with words with prefixes and suffixes. • Introduce prepositions with mentor sentences. • Read and discuss opinion writing while identifying our own opinion and evidence to support.
<ul style="list-style-type: none"> • Day 8: Listen to and discuss a nonfiction text. Distinguish between facts and opinions. Create words by combining word parts. Identify and understand prepositions. Explore opinion writing and our own opinions. 	<p>RI.AA.5.7 L.VL.5.2 L.WF.5.2 W.AW.5.1</p>	<ul style="list-style-type: none"> • Listen to and discuss a nonfiction article. • Partners highlight and discuss facts and opinions. • Write sentences that include words with the root dict. • Complete a guided spelling lesson with words with prefixes and suffixes. • Practice prepositions using word list and sentences. • Read and discuss opinion writing while identifying our own opinion and evidence to support.
<ul style="list-style-type: none"> • Day 9: Listen to parts of a nonfiction text again. Discuss ways authors persuade. Write about, share, and discuss opinions. Review the root word dict. Identify and understand prepositions. Draft opinion writing. 	<p>RI.CR.5.1 L.VL.5.2 L.WF.5.2 W.AW.5.1</p>	<ul style="list-style-type: none"> • Listen to and discuss a nonfiction article. • Write in response to persuasive text, including authors' opinions and your own opinions. • Create word webs and illustrate pictures with words with the root dict. • Practice prepositions using boom cards.

		<ul style="list-style-type: none"> ● Draft a persuasive essay focusing on using crafting a strong opening and a clear statement of opinion.
<ul style="list-style-type: none"> ● Day 10: Listen to and discuss part of a speech. Read with an emphasis on certain words and phrases. Review proverbs and adages. Identify and understand prepositions. Draft opinion writing. 	RI.CR.5.1 RL.CI.5.2 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> ● Listen to and discuss parts of a speech. ● Read aloud with emphasis on certain words. Explain why. ● Read and discuss proverbs and adages. Explain meanings and lessons. ● Assess prepositions. ● Draft a persuasive essay using reasons to support opinions.
<ul style="list-style-type: none"> ● Day 11: Listen to and discuss a nonfiction text. Identify what is learned from the text and generate independent thinking. Use the guided spelling procedure. Combining sentences using conjunctions. Draft opinion writing. 	RI.PP.5.5 L.VL.5.2 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> ● Listen to and discuss a nonfiction article. ● Highlight reasons and important ideas. ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce combining two sentences using conjunctions. ● Draft a persuasive essay using reasons to support opinions.
<ul style="list-style-type: none"> ● Day 12: Listen to parts of a nonfiction text again and discuss ways authors persuade. Learn the meaning of the root scrib. Combining sentences using conjunctions. Draft opinion writing. 	RI.PP.5.5 L.VL.5.2 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> ● Listen to and discuss a nonfiction article. ● Highlight reason and evidence - complete the chart. ● Discuss ways authors persuade. ● Learn the meaning and words with the root scrib. ● Introduce combining two sentences using conjunctions. ● Draft a persuasive essay using reasons to support opinions.
<ul style="list-style-type: none"> ● Day 13: Read closely a nonfiction article and discuss the relationships among sentences in the text. Learn the meaning of the root script. Combining sentences using conjunctions. Draft opinion writing. 	RI.PP.5.5 L.VL.5.2 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> ● Listen to and discuss a nonfiction article. ● Look at sentences in an excerpt. Create a web of author's saying. ● Learn the meaning and words with the root script. ● Practice combining two sentences using conjunctions. ● Draft a persuasive essay using a conclusion and a call to action.

<ul style="list-style-type: none"> ● Day 14: Listen to and discuss a nonfiction text. Share and discuss opinions. Generate independent thinking. Review the root words scrib/script. Combining sentences using conjunctions. Revise opinion writing. 	<p>RI.AA.5.7 L.VL.5.2 L.WF.5.2 W.AW.5.1</p>	<ul style="list-style-type: none"> ● Listen to and discuss a nonfiction article. ● Identify reasons and evidence. ● Complete a T Chart. ● Create a word web of scrib/script root words. ● Practice combining two sentences using conjunctions in boom cards. ● Revise a persuasive essay focusing on transitional words and phrases to connect opinions and reasons.
<ul style="list-style-type: none"> ● Day 15: Listen to parts of a nonfiction text again. Discuss sequence, compare and contrast, and problem and solution relationships. Read and discuss proverbs and adages. Combining sentences using conjunctions. Revise opinion writing. 	<p>RI.TS.5.4 RL.CI.5.2 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Listen to and discuss a nonfiction article. ● Review different ways authors organize. ● Review ways authors persuade. ● Read and discuss proverbs and adages and their lessons. ● Assess combining two sentences using conjunctions. ● Revise a persuasive essay looking for fluid paragraphs.
<ul style="list-style-type: none"> ● Day 16: Watch and discuss a video and the audience and author's purpose. Use the guided spelling procedure. Use commas correctly as punctuation. Revise opinion writing. 	<p>RI.TS.5.4 L.VL.5.2 L.WF.5.2 W.AW.5.1</p>	<ul style="list-style-type: none"> ● Watch and discuss a video. Discuss what makes public service announcements persuasive. ● Have a written conversation in pairs. ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce using commas correctly in mentor sentences. ● Revise opinion writing using peer conferencing.
<ul style="list-style-type: none"> ● Day 17: Share and discuss opinions. Write an introduction to book recommendations. Read independently and notice thinking. Review the prefixes anti-, ant-, contra-/counter- and the roots dict, scrib/script. Use commas correctly as punctuation. Edit opinion writing. 	<p>RI.CT.5.8 SL.ES.5.3 L.WF.5.2 W.AW.5.1</p>	<ul style="list-style-type: none"> ● Share opinions and evidence of previously read books. ● Model a book recommendation. ● Discuss and write book recommendations. ● Jeopardy review game of prefixes anti-, ant-, contra-/counter- and the roots dict, scrib/script. ● Introduce using commas correctly in mentor sentences. Rules handout. ● Edit opinion writing recognizing and

		correcting sentence fragments.
<ul style="list-style-type: none"> Day 18: Write reasons and evidence for book recommendations. Read independently and notice thinking. Review spelling, pronunciation, and parts of speech of roots. Use commas correctly as punctuation. Edit opinion writing. 	RI.CT.5.8 SL.ES.5.3 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> Review book recommendations and reasons and evidence. Model writing reasons and evidence. Write reasons and evidence. Share. Word sort of prefixes, parts of speech, and word pronunciations. Practice using commas correctly in mentor sentences. Edit opinion writing focusing on correct comma use.
<ul style="list-style-type: none"> Day 19: Write conclusions for book recommendations. Read independently and notice thinking. Revisit word collections. Use commas correctly as punctuation. Publish and Share opinion writing. 	RI.CT.5.8 SL.ES.5.3 L.WF.5.2 W.AW.5.1	<ul style="list-style-type: none"> Model and write a conclusion for a book recommendation. Share. Illustrate and discuss a word from word collections. Practice using commas correctly by using boom cards. Publish and share opinion writing using author's chair.
<ul style="list-style-type: none"> Day 20: Write and share about reading strategies. Read morphemic transformations and review parts of speech. Use commas correctly as punctuation. Publish and Share opinion writing. 	RI.CT.5.8 SL.ES.5.3 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> Share and present book recommendations. Write and discuss a reading strategy used. Play "Which Word Am I"? Assess using commas correctly. Publish and share opinion writing using author's chair.

Inclusive concepts

- Discuss the articles "Plastic Straw Bans: A Necessary Step" and "A Hard Look at Plastic Straw Bans". Discuss global impacts of plastic straws on countries around the globe.

Unit Learning Goals

Unit Seven: Unit Drama

- Learn about drama by reading and discussing and a dramatic performance.
- Compare plays to other kinds of stories by discussing features, structure, and elements.
- Revisit different genres learned about throughout the year.
- Use word parts such as suffixes, prefixes, and roots to help gain a deeper understanding of how words are connected.
- Explore imagery, sound, and form in poetry.
- Explore craft elements of functional writing, including completeness, accuracy, and clarity using specific language and details.
- Understand comma splices and compound and complex sentences.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook - Being A Reader ● Textbook - Being A Writer ● Online Benchmark Assessment Resource 	<ul style="list-style-type: none"> ● IXL ● Readworks.org ● Being a Reader Read-Alouds ● Scholastic News 5% ● Lexia ● Classroom Library ● Authentic Grammar ● Topic Focused Webquest

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<ul style="list-style-type: none"> ● Day 1: Listen to and discuss a section of a play. Discuss features of a play. Read and discuss homophones using context. Correct run ons and comma splices. Explore functional writing. 	RL.TS.5.4 L.VI.5.3 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. Look at features. ● Compare and contrast differences and similarities. ● Play “I Have Who Has” with homophones used in sentences. ● Introduce and define run ons and comma splices. ● Identify, read and discuss different types of functional writing.
<ul style="list-style-type: none"> ● Day 2: Listen to and discuss a section of a play. Discuss story structure and story elements. Review prefixes. Correct run ons and comma splices. Explore functional writing. 	RL.TS.5.4 L.VL.5.2 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Complete a story arc. ● Make inferences to determine a problem. ● Play “Prefix Memory”. ● Introduce run ons and comma splices. ● Identify, read and discuss different types of functional writing.

<ul style="list-style-type: none"> ● Day 3: Listen to and discuss a section of a play. Make and confirm predictions. Discuss themes in a play. Read and analyze polysyllabic words. Correct run ons and comma splices. Explore functional writing. 	RL.CI.5.2 SL.ES.5.3 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Post It Note predictions about the play. Share and confirm. ● Write about a theme in the play. ● Play “Which Word Does Not Belong”. ● Practice correcting run ons and comma splices using mentor sentences. ● Identify, read and discuss different types of functional writing.
<ul style="list-style-type: none"> ● Day 4: Read closely. Discuss stage directions and dialogue in a section of a play. Create words by combining word parts. Correct run ons and comma splices. Explore functional writing. 	RL.MF.5.6 L.VL.5.2 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Close read and discuss a section of a play. ● Look at stage directions and dialogue. Make inferences to understand. ● Build that Word with a partner. ● Practice correcting run ons and comma splices using boom cards. ● Identify, read and discuss different types of functional writing.
<ul style="list-style-type: none"> ● Day 5: Read sections of a play again and make inferences and identify character’s traits and motivations. Review idioms and proverbs. Correct run ons and comma splices. Draft functional writing. 	RL.CI.5.2 L.VI.5.3 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Use a double entry journal to analyze a character. ● Draw figurative and literal idioms. Share. ● Assess correcting run ons and comma splices. ● Draft a functional text directions.
<ul style="list-style-type: none"> ● Day 6: Read a play again and make inferences. Use the guided spelling procedure to spell words with roots and affixes. Understand writing and using compound sentences. Draft functional writing. 	RL.CI.5.2 L.VL.5.2 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Use a double entry journal to make inferences ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce compound sentences. ● Draft a functional text directions - peer review and check for accuracy and clarity.
<ul style="list-style-type: none"> ● Day 7: Read sections of a play again. Choose parts to read aloud and practice following a script. Generate nouns that relate to adjectives ending in -ic, -al, -ive, -ative, and -itive. Understand writing and using compound sentences. Draft functional writing. 	RI.MF.5.6 SL.AS.5.6 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Follow a script and read aloud with expression. ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce compound sentences.

		<ul style="list-style-type: none"> ● Draft a functional text directions - peer review and check for accuracy and clarity.
<ul style="list-style-type: none"> ● Day 8: Listen to a section of a play again paying attention to characters' personalities and feelings. Read with expression. Read and discuss words with suffixes. Understand writing and using compound sentences. Revise functional writing. 	RL.CI.5.2 L.VL.5.2 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Use a double entry journal to analyze a character. ● Read play aloud with expression. Notice tone and voice. ● Locate words with suffixes in independent reading texts. Share ● Practice using compound sentences using mentor sentences. ● Revise functional writing directions.
<ul style="list-style-type: none"> ● Day 9: Read sections of a play again, paying attention to punctuation, phrasing, and character's personalities and feelings. Read and discuss words with suffixes. Understand writing and using compound sentences. Edit functional writing. 	RL.CI.5.2 L.VL.5.2 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Use a double entry journal to analyze a character. ● Locate words with suffixes in independent reading texts. Share. ● Practice using compound sentences using boom cards. ● Edit functional writing directions.
<ul style="list-style-type: none"> ● Day 10: Read sections of a play again, paying attention to punctuation, phrasing, and character's personalities and feelings. Review figurative language. Understand writing and using compound sentences. Publish and share functional writing. 	RL.CI.5.2 L.VI.5.3 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Use a double entry journal to analyze a character. ● Listen to, read, discuss a poem and highlight figurative language. ● Assess compound sentences. ● Publish and share functional directions.
<ul style="list-style-type: none"> ● Day 11: Read and discuss sections of a play. Practice reading aloud fluently. Use the guided spelling procedure to spell words with roots and affixes. Understand writing using complex sentences. Explore poetry. 	RL.CR.5.1 L.VL.5.2 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Model reading aloud for an audience. Partners and receive feedback. ● Complete a guided spelling lesson with words with prefixes and suffixes. ● Introduce and define complex sentences. ● Read and discuss and explore different types of poems.
<ul style="list-style-type: none"> ● Day 12: Read and discuss sections of a play 	RL.CR.5.1	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play.

<p>again. Practice reading aloud fluently. Revisit word collections and review previously learned roots. Understand writing using complex sentences. Explore poetry.</p>	<p>L.VL.5.2 L.WF.5.2 W.RW.5.7</p>	<ul style="list-style-type: none"> ● Model reading aloud for an audience. Partners and receive feedback. ● Play Root Memory. ● Introduce complex sentences. ● Read and discuss and explore different types of poems.
<p>● Day 13: Read and discuss sections of a play again. Practice reading aloud fluently. Revisit word collections and review previously learned roots, making connections among meanings. Understand writing using complex sentences. Explore poetry.</p>	<p>RL.CR.5.1 L.VI.5.3 L.WF.5.2 W.RW.5.7</p>	<ul style="list-style-type: none"> ● Listen to and discuss a section of a play. ● Model reading aloud for an audience. Partners and receive feedback. ● Share word collections in pairs - making connections among meanings. ● Practice using complex sentences in mentor sentences. ● Read and discuss and explore different types of poems.
<p>● Day 14: Perform a dramatic reading of a play. Read independently and think about reading fluently. Listen to, read, and discuss a poem. Understand writing using complex sentences. Explore poetry.</p>	<p>SL.AS.5.6 L.VI.5.3 L.WF.5.2 W.RW.5.7</p>	<ul style="list-style-type: none"> ● Perform a dramatic reading. Share experiences. Discuss. ● Read a poem and highlight and discuss figurative language. ● Practice complex sentences using boom cards. ● Read and discuss and explore different types of poems.
<p>● Day 15: Perform a dramatic reading of a play. Read independently and think about reading fluently. Invent new words by combining previously learned roots. Understand writing using complex sentences. Draft different types of poetry.</p>	<p>SL.AS.5.6 L.VI.5.3 L.WF.5.2 W.WP.5.4</p>	<ul style="list-style-type: none"> ● Perform a dramatic reading. Share experiences. Discuss. ● Invent new words using previously learned roots and suffixes. Share meanings. ● Assess complex sentences. ● Draft different types of poetry using ideas and rules of different kinds.
<p>● Day 16: Review fiction and nonfiction. Brainstorm and plan an infographic. Read independently using reading strategies. Review synonyms and generate and order synonyms. Using dialogue correctly with punctuation. Draft different types of poetry.</p>	<p>RL.CI.5.2 L.VI.5.3 L.WF.5.2 W.RW.5.7</p>	<ul style="list-style-type: none"> ● Play "Fiction or Nonfiction" to review similarities and differences. ● Model creating the parts of an infographic. ● Read independently and self monitor. ● Play "More or Less" to find words with more/less meaning. ● Review dialogue rules and punctuation.

		<ul style="list-style-type: none"> ● Draft different types of poetry using ideas and rules of different kinds.
<ul style="list-style-type: none"> ● Day 17: Create and share an infographic. Read independently using reading strategies. Learn about and discuss hink pinks. Use an online thesaurus. Using dialogue correctly with punctuation. Draft different types of poetry. 	RI.MF.5.6 L.VI.5.3 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Continue to create an infographic based on a genre of reading. Share. ● Read independently and self monitor. ● Read and discuss hink pinks in pairs. Create our own. Share. ● Review dialogue rules and punctuation. ● Draft different types of poetry using ideas and rules of different kinds.
<ul style="list-style-type: none"> ● Day 18: Listen to and discuss a poem. Write about reading lives. Learn and discuss puns. Using dialogue correctly with punctuation. Draft different types of poetry. 	W.RW.5.7 L.VI.5.3 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Listen to and discuss a poem. ● Reflect and write about reading lives. Discuss growth as a reader. ● Share puns and discuss meanings. ● Practice dialogue using mentor sentences. ● Draft different types of poetry using ideas and rules of different kinds.
<ul style="list-style-type: none"> ● Day 19: Discuss and share about texts read independently. Listen to and discuss a poem. Review multiple meaning words. Using dialogue correctly with punctuation. Publish and share different types of poetry. 	W.RW.5.7 SL.PI.5.4 L.WF.5.2 W.RW.5.7	<ul style="list-style-type: none"> ● Share about reading lives and texts read. ● Read independently and self monitor. ● Discuss multiple meaning words. Play “Fill in the Sentence” with the correct meaning. ● Practice dialogue rules and punctuation using boom cards. ● Publish and share different types of poems using author’s chair.
<ul style="list-style-type: none"> ● Day 20: Discuss and write about the classroom community. Revisit word collections and use them to write a poem. Using dialogue correctly with punctuation. Publish and share different types of poetry. 	W.RW.5.7 L.VI.5.3 L.WF.5.2 W.WP.5.4	<ul style="list-style-type: none"> ● Write about “Our Classroom Community” this year. Use prompts to guide. Share. ● Use words collected in word collection to write a poem. Share poems and discuss meanings. ● Assess dialogue and punctuation. ● Publish and share different types of poems using author’s chair.

Inclusive concepts

- Discuss and perform a dramatic reading of a play. Students will work together and share roles

