



Little Egg Harbor School District Curriculum Guide

English Language Arts: Fifth Grade

BOE APPROVAL DATE: August 20, 2024

Original Adoption:	August 2024
Created by:	Ocean County Curriculum; Nora Maloney, Sheri Hebrew, Sandy McCue, Dawn Gawalis, Erin Colling
Revised on:	July 2024
Revised by:	Janine Palumbo

Ocean County 5th Grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	Grade Level: 5
Unit 1: Reading (Literature)*	45 Days
Unit 2: Reading (Informational)*	45 Days
Unit 3: Writing**	45 Days
Unit 4: Language**	45 Days

*Reading literature and informational are expected to be spiraled through the units.

**Writing and Language units are expected to be ongoing throughout the school year.

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration

of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

Unit 1: In this unit, students will closely read literature in order to cite textual evidence, make connections, and draw inferences. Over the course of this unit, students will summarize literary texts and interpret the author's theme and central ideas and cite details from the text. Additionally, students will describe interactions among text elements and the impact of individuals and events throughout the text. Students will analyze characters, settings, or events that draw on text evidence. Additionally, students will distinguish between different types of literature—poems, drama, and prose—through their unique structural elements, such as verse and meter in poems or dialogue and stage directions in drama. Students will analyze how authors use facts and details to support their ideas and compare the treatment of themes and topics in fictional texts from diverse cultural perspectives. Additionally, students will gather information from various sources, organize it effectively, and provide proper citations in writing.

Unit 2 : In this unit, students will determine central ideas of informational text and summarize the key and supporting details and ideas in the text. Over the course of this unit, students will analyze how and why individuals, events, and ideas develop and interact over the course of historical, scientific, or technical texts. Students will determine the meaning of general academic and domain-specific words or phrases in a text, describe the overall structure of events, ideas, concepts or information in a text and compare and contrast firsthand and secondhand accounts of the same event or topic. Additionally, students will interpret information presented visually, orally, or quantitatively (eg., charts, graphs, diagrams, etc) and explain how the information contributes to an understanding of the text and explain how an author uses reasons and evidence to support particular points in a text. Finally, students will integrate and reflect on information from two texts on the same topic in order to speak or write about the subject knowledgeably.

Unit 3 : In this unit, students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. Students will also write informative/explanatory texts to examine a topic and convey ideas and information clearly, write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences. Finally, students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Additionally, with guidance from peers and adults, students will develop and strengthen writing by planning, revising and editing as well as use technology to produce and publish writing and to collaborate with others.

Unit 4: In this unit, students will demonstrate a command of the conventions of English grammar and usage when writing or speaking. Students will use relative pronouns, form and use the progressive verb tenses, use modal auxiliaries, order adjectives within sentences according to conventional patterns, form and use prepositional phrases, produce complete sentences, recognizing correcting inappropriate fragments and run-ons, and correctly use frequently confused words (eg., to, too, two; there, their, they're). Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. Additionally, students will use knowledge of language and its conventions when writing, speaking, reading, or listening. Finally, students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading content, choosing flexibly from a range of strategies (eg., context, Greek and Latin affixes and roots, and reference materials (both print and digital).

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

Holocaust and genocides ([N.J.S.A. 18A:35-28](#))

History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))

Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))

Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

Unit 1: Reading (Literature)

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

- **RL.CR.5.1.** Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RL.CI.5.2.** Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- **RL.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- **RL.TS.5.4.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RL.PP.5.5.** Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
- **RL.MF.5.6.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **RL.CT.5.8.** Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
- **L.RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- **L.RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

- **SL.PI.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Primary Interdisciplinary Connections

Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking Standards

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.

- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet

Other Assessments

Formative

- Wonders Assessments
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective change?"
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

Summative

- Unit Assessment (ex. Wonders)

Benchmark

	<ul style="list-style-type: none"> ● Fall, winter, spring benchmark assessments (Wonders, Beable, Linkit) <p>Alternative</p> <ul style="list-style-type: none"> ● CommonLit for reading passages and quizzes ● Kahoot for games on current skills ● Actively Learn free reading passages ● Learn Zillion ELA to explain current skills ● Read Works for reading passages and questions ● Achieve the Core for lessons on current skills ● BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How can specific details and examples from the text be used to explain what happens? ● What evidence can you find in the text that helps you make inferences about the characters or events? ● How do details and examples from the text support your understanding of its explicit meaning? ● What is the main idea or theme of the literary text and what details help you interpret it? ● How can you summarize the text in your own words while citing key details? ● How can you use textual evidence to analyze the significance of key characters or events? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Reading is a lifelong skill that enhances learning and provides enjoyment. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Refer to details and examples in a text when explaining and drawing inferences. ● Determine a theme of a story, drama, and poem, using details from the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; and summarize the text. ● Compare and contrast characters, settings or events using specific details in the text. ● Determine the meaning of words and phrases as used in poems and stories; including figurative language such as metaphors and similes. ● Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a story, drama or poem. ● Understand how a narrator’s or speaker’s point of view

- Literature is a tool that expands our understanding of the world.
- Reading serves different purposes.
- Reading includes active listening and independent application of skills.
- Fiction follows a predictable structure that help
- Reading with accuracy and fluency aids in comprehension.
- Effective readers monitor their understanding of a text by adjusting their strategies.
- Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text
- Know and apply grade-level phonics and word analysis skills in decoding multi syllabic words using syllabication and morphology in and out of context
- Read with accuracy and fluency to support comprehension.

- influences a story.
- Analyze how illustrations, photos, and movies contribute to the meaning of a text.
 - Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.
 - Compare and contrast stories of the same genre with similar topics and themes.
 - Read and comprehend literature at or above grade level independently and proficiently

Instructional Plan

Suggested Activities

Smekens Theme Lesson

- Review/Teach Theme using anchor chart
- Distinguish between a theme statement and topics.
- Generate a list of topics and create theme statements.
- Read a picture book for example. [Salt in His Shoes](#) and determine the topic to create the theme

Resources

- Wonders materials
- WonderWorks
- Beable
- IXL
- Leveled Readers
- Newsela
- BrainPOP
- ClassDojo

statement. Students fill out theme statement sheets and partners talk to verify their statements.

- Students read two passages, fill out theme statements and answer questions. (Teacher finds passage according to their Lexile levels) Then answer PCR (open-ended): How did the main character's actions contribute to the story? How did his actions contribute to the theme of the text?

Compare and Contrast Smekens

- Introduce Compare and Contrast using an anchor chart
- Read [Lily's Purple Plastic Purse](#) and [Fancy Nancy](#) Have students fill out T-chart T-Chart while reading
- Students read two short passages (teacher will need to find according to lexile levels of class-can use [commonlit.org](#)) fill out T-chart.

Achieve the Core Poetry Lesson

- Introduce the vocabulary of a poem Ex.stanza, line
- Read Poem and interpret the author's point of view and theme. Ask and answer questions as a class Ex. In line 4 why did the author use the word?
- Read poems (teacher will find poems based on Lexile Levels of class) and answer questions.

Smekens Point of View Lesson

- Introduce/Review Point of View using an anchor chart
- Distinguish between point of view and perspective using [Chart](#). Read two different versions of a story

- Learning A-Z
- Epic! Books [getepic.com](#)
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
 - *Bridge to Terabithia* by Katherin Paterson
- Picture Books
- [Achievethecore.org](#)

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching grade level expectations:**

- Provide lower leveled texts/shorter poetry
- KWL graphic organizer partially filled out by teacher
- Highlighters to identify keywords to support compare and contrast of the text
- Leveled texts to support fluency
- Sentence starters for writing pieces provided. Ex. provide the first few words of restate and evidence portion of a RACE response. Or provide one for students to "mimic"

example [Three Little Pigs](#) and [The True Story of the Three Pigs](#) and discuss the point of view of the narrator. Find the evidence to support their point of view

- Read two short (teacher will find using Lexile levels of students in class) stories and write about the different point of views of the narrator using evidence from the text.

finding synonyms to change out teachers words.

Resources for **on-grade** students:

- Provide appropriate leveled texts and poetry
- KWL: graphic organizer with sentence stems
- Highlighters to identity key words to support the understanding of key questions
- Partners (Ex turn and talk or writing buddies)
- Anchor Charts for each individual student with keywords on specific skill
- Word Banks with key vocabulary words

Resources for students **exceeding** grade level expectations:

- Provide higher leveled text/poems
- Compare and contrast various poems and the authors point of view using a T-chart
- Encourage self assessments using charts and lists
- Allow students the opportunity to create/write their own poems and create and answer their own PCR responses

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson

- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as using sticks to provide 1 minute breaks for student to take a walk
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs such as figurative language conjunction function
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping

- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can't write
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

504 Plans

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Technology resources
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSL
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible

- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use Audio books
- Allow extra time to complete assignments or tests

- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed
- Assemble a packet with information and expectations for classes or assignments (example completed writing packets or completed Cornell notes)
- Be flexible with assignments
- Offer several alternatives from which all students can choose.. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for a economically disadvantaged child * (can apply to writing topics/journaling and articles) *
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials:

- Wonders materials
- WonderWorks
- Beable
- IXL

- Learning A-Z
- Novels
 - *Bridge to Terabithia* by Katherin Paterson

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Reflection

Unit 2: Reading (Informational)

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

- **RI.CR.5.1.** Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- **RI.CI.5.2.** Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- **RI.IT.5.3.** Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- **RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **L.VL.5.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **RI.TS.5.4.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.PP.5.5.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

- **RI.MF.5.6.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.AA.5.7.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **RI.CT.5.8.** Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.PI.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Primary Interdisciplinary Connections

Social Studies

- **6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- **6.1.5.CivicsDP.2:** Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- **3-LS4-4:** Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Computer Science and Design Thinking Standards

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a

topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk

Third party vendors and websites such as:

- CommonLit
- Kahoot
- Actively Learn
- Read Works
- Flipgrid
- Padlet

Other Assessments

Formative

- Wonders Assessments
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective change?"
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

Summative

- Unit Assessment (ex. Wonders)

	<p>Benchmark</p> <ul style="list-style-type: none"> ● Fall, winter, spring benchmark assessments (Wonders, Beable, Linkit) <p>Alternative</p> <ul style="list-style-type: none"> ● CommonLit for reading passages and quizzes ● Kahoot for games on current skills ● Actively Learn free reading passages ● Learn Zillion ELA to explain current skills ● Read Works for reading passages and questions ● Achieve the Core for lessons on current skills ● BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are the key elements of a summary of an informational text? ● How can you determine the author’s purpose in an informational text? What text evidence supports your interpretation? ● What strategies can you use to identify the main idea of an informational text? ● How do individuals influence the outcome of historical events as described in texts? <p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Reading is a lifelong skill that enhances learning and provides enjoyment. ● Reading serves different purposes. 	<p><i>Students will be able to..</i></p> <ul style="list-style-type: none"> ● Quote accurately from a text when explaining and drawing inferences. ● Determine two or more main ideas of a text and explain how they are supported by key details; and summarize the text. ● Explain the relationship or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text, based on specific information in the text. ● Determine the meaning of general academic and domain-specific words or phrases in a text. ● Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. ● Analyze multiple accounts of the same event or topic,

- Reading informational text expands our understanding of the world and its people.
- Reading includes active listening and independent application of skills.
- Informational texts have specific features that aid in understanding.

noting important similarities and differences in the point of view they represent.

- Locate an answer to a question or solve a problem using information from multiple print or digital sources.
- Identify and explain how reasons and evidence an author uses support particular points in a text.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Read and comprehend informational text at or above grade level independently and proficiently samples with a 70% accuracy.

Instructional Plan

Suggested Activities

Resources

- As students read independently, push them to go back to study texts they have already read and look at different text structures authors have chosen for their texts/parts of their texts.
- Students might study two different books on animals or two different books on sports or two different books on space.
- Students can continue to draw on what they have learned about describing text structures to notice what structures have been used.
 - Some key terms of which you might teach them to be aware: Comparison: “Just like...”, “Different than...”, “Alike...”, “Both...” · Cause/Effect: “As a result...”, “Because of...”, “This brought about...”, “The effect of this was...”, “This changed...” “Therefore” · Problem/Solution: “Threat”, “Challenge”, “Obstacle”, “Problem”, “Resolution”, “Overcame” · Chronological: “First,” “Second”, “Next”, “Afterwards”, “Years Later” · Question/Answer: “Who”, “What”, “Where”, “Why”, “When”, “How”
- You might guide students to consider questions like: What best describes the main text structure of the entire article? What best describes the structure of the paragraph? The sentence? · Why does the author start/end the article with a question, quote, etc.? "What does each author want us to know? How does the structure help the author to present that information? What structure has each author chosen? Why might they have used these different structures?

- Wonders materials
- WonderWorks
- Beable
- IXL
- Leveled Readers
- Newsela
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
 - *Bridge to Terabithia* by Katherin Paterson
- Picture Books
- Achievethecore.org

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Partially completed [T-chart Graphic Organizer](#) completed

- Remind students that authors do not always state everything directly. Readers have to read the details very closely to figure out what texts imply but do not say. Questions students should be able to answer about inferences include: Which sentence from the text best supports the inference that _____? What does the author mean when he/she says _____? Which detail from the text best supports the idea that _____? Based on the text, which is most likely true about _____? How would the author most likely feel about _____?
- Create a Venn diagram highlighting similarities and differences between two topics or two texts on the same topic.
- Create an “All About” poster and present it to the class.
- Develop a Google slide presentation about a topic/ subject studied.
- Teach a group of peers about a topic studied.
- Create a annotated diagram of a cell
- Create a rocks and minerals museum describing all you know about each
- Create a poster outlining the branches of government

by teacher to support text structure

- Leveled readers to support fluency
- Highlighters to support close reading strategies and identify key words to provide evidence of answers
- Provide sentence starters and graphic organizers
- Anchor Charts for each individual child with keywords to support the lesson already filled out and highlighted.

Resources for **on-grade** students:

- [Newsela](#) articles
- Leveled Text
- Sentence stems provided by teacher in a [T-chart graphic organizer](#) to sequence the story structure
- Partners/ pairs (turn and talk)
- Anchor Charts for each individual child with keywords to support lessons for students to fill in and/or highlight.
- Word Banks with current vocabulary

Resources for students **exceeding** grade level expectations:

- Leveled Text
- Venn Diagram Graphic organizer to compare and contrast theme statements
- Compare and contrast historical fiction and fiction facts in T-chart
- Encourage self assessments using charts and lists
- Anchor Charts

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing

- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks ex. 5 minutes of free computer time
- Chunk assignments
- Use visuals such as quiet, or heads up
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- songs such as [grammar rocks nouns schoolhouse rock](#)

- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group such as guided reading or writing
- Flexible grouping move them into groups as needed based on skill
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can't write
- Technology resources
- <https://goalbookapp.com/>
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model

- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSL
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery to compare fiction and nonfiction
- Use centers and group students according to ability or interest
- Propose interest-based extension activities based on point of view
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using

- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed
- Assemble a packet with information and expectations for classes or assignments (example completed writing packets or completed Cornell notes)
- Be flexible with assignments
- Offer several alternatives from which all students can choose.. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for a economically disadvantaged child * (can apply to writing topics and articles) *

- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials:

- Wonders materials
- WonderWorks
- Beable
- IXL
- Learning A-Z
- Novels
 - *Bridge to Terabithia* by Katherine Paterson

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

<ul style="list-style-type: none"> Actively Learn <p>Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations</p> <ul style="list-style-type: none"> CommonLit
Teacher Reflection

Unit 3: Writing	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<ul style="list-style-type: none"> W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information <ul style="list-style-type: none"> A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid[ing] in comprehension. [1] B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. 	

E. Provide a conclusion related to the information of explanation presented.

- **L.WF.5.2** Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

A. Avoid fragments, run-ons and rambling sentences, and comma splices.

B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

C. Ensure agreement between subject and verb and between pronoun and antecedent.

D. Distinguish between frequently confused words.

E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).

H. Spell grade appropriate words correctly, consulting references as needed.

- **W.NW.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events

- **W.WP.5.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.

B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.

- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

- **W.WR.5.5.** Conduct short research projects that establish a central idea about a topic, investigation, issue or event and use several sources to [build knowledge through investigation of different perspectives of a topic] support the proposed central idea.
- **W.SE.5.6.** Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- **W.RW.5.7.** Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.PI.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Primary Interdisciplinary Connections

Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking Standards

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a

topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet

Other Assessments

Formative

- Wonders Assessments
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective change?"
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

Summative

- Unit Assessment (ex. Wonders)

	<p>Benchmark</p> <ul style="list-style-type: none"> ● Fall, winter, spring benchmark assessments (Wonders, Beable, Linkit) <p>Alternative</p> <ul style="list-style-type: none"> ● CommonLit for reading passages and quizzes ● Kahoot for games on current skills ● Actively Learn free reading passages ● Learn Zillion ELA to explain current skills ● Read Works for reading passages and questions ● Achieve the Core for lessons on current skills ● BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does the author’s purpose influence the format of the writing? ● What evidence can I use to support my opinion? ● How do readers use evidence to support their comprehension of the text ? ● How does the author's point of view influence the message? ● Why do we read informational texts? ● How does reading informational text help us understand our world? ● How do writers develop ideas to engage their audience and write with purpose? ● How does the genre of writing affect you? 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Recognize the genre and structure of opinion writing. ● Introduce a topic that clearly states an opinion. ● Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. ● Provide logically ordered reasons that are supported by facts and details. ● Link opinions and reasons using words, phrases, and clauses. ● Provide a concluding statement or section. ● Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes, and audiences. ● Recognize the genre and structure of

- Why is it essential to evaluate the reliability and credibility of sources when gathering information from print and digital sources? How does this impact the quality of our research?
- How do grammar and the conventions of language influence spoken and written communication?
- How do strategic readers create meaning from informational and literary text?
- How does a reader know a source can be trusted?
- How does interaction with text provoke thinking and response?
- Why do writers write? What is the purpose?
- What makes clear and effective writing?
- Who is the audience? What will work best for the audience?
- How can details and examples from informational and literary texts be used as textual evidence to explain what the text states? How do these details help us make connections and draw inferences to deepen our understanding?
- How do visual or oral representations enhance our understanding of specific descriptions and directions found in literary texts? What connections can be made between textual descriptions and visual/oral representations?
- How do different authors from diverse cultures treat similar themes, topics, or patterns of events in their literary texts?
- What steps are involved in conducting a short research project that uses multiple reference sources, both print and non-print? How does investigating different aspects of a topic contribute to building knowledge?

Enduring Understandings

informative/explanatory writing.


- Introduce a topic clearly and provide a general observation and focus.
- Group related information logically, including formatting (i.e. headings, illustrations, and multimedia).
- Develop the topic with facts, definitions, concrete details, and quotations.
- Link ideas within categories of information using words, phrases, and clauses (i.e. in contrast, especially).
- Use precise language and domain-specific vocabulary.
- Provide a concluding statement or section related to the information.
- Conduct short research projects that use several sources to build knowledge.
- Use keyboarding skills effectively.
- Write for short and longer periods of time, over a range of discipline specific tasks, purposes, and audiences.
- Plan, revise, and edit writing.
- Reflect on writing.

- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- Writers get their ideas from their own personal experiences and from the world around them.
- Writing is a means to express ideas of importance and provide convincing evidence.
- The purpose for writing determines the genre
- Writing is a process used to communicate wants, needs, ideas, and knowledge.
- The author’s purpose for writing determines the genre.
- Writing is a means to help others understand and learn.
- Writing is a means to share stories.

Instructional Plan


Suggested Activities

Processed Writing Lesson for Narrative

- Read “[An A from Miss Keller](#)”  [An A From Miss Keller](#) (Other mentor texts you can use with this same lesson include: [Those Shoes](#) or [A Chair for My Mother](#) (or both are available at openlibrary.org)
- Introduce the Narrative packet (from Miss Keller link) and show them the Brainstorm page, model the brainstorming with teacher Personal Narrative topic
- Read *An A from Miss Keller* and fill out [anchor chart](#) while students fill out a sheet at their seats of the small moments
- Students brainstorm what they will be writing in their graphic organizers.

Resources

- Wonders materials
- WonderWorks
- Beable
- IXL
- Leveled Readers
- Newsela
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer

- Watch [video](#) during each step of the writing process. Ex. before brainstorming, show episode 1 of the series and then turn and talk to discuss ideas for brainstorming
 -  Writing a Personal Narrative - Episode 1: Brainstor...

Mini Lessons for Narrative

-The Ultimate Guide to the 6 Traits of Writing | Smekens

- Introduce traits using explanation from link above, anchor charts, and [6+1 traits checklist](#). Use this presentation to learn about or share with students slides and have them take notes: [writing or Six Traits of Writing Process](#) “Step 2 of a mini-lesson often includes revealing examples of the skill in action. Mentor text reveals the skill within real-world writing. Consider sharing picture books with your students to demonstrate a specific trait.
- Look for excerpts from chapter books and novels that exemplify a specific writing skill.
- Use student anchor papers to convey what “good” writing looks like for a specific assignment. Some good narrative texts to use as mentors are “An A For Miss Keller” Or “A Chair For My Mother.
- Turn and talk during and/or after read-aloud to discuss when and how traits were used in the story. Turn and talk to discuss ideas for their narrative process writing piece.
- Begin the first step of the writing process (brainstorm) for student narratives. During each step you can also focus on one or two 6+1 traits. For example, the trait “ideas” can be practiced during the brainstorming process by first completing a small “narrow down” [upside down](#)

- Smart Board
- iPads/Laptops
- Novels
 - *Bridge to Terabithia* by Katherin Paterson
- Picture Books
- [Achievethecore.org](#)

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Differentiated according to student data
- Leveled Text
- [Persuasive graphic organizer](#) partially completed by teacher
- Highlighters to find keywords to support the explanation of specific questions

Resources for **on-grade** students:

- Differentiated according to student data
- Leveled Text
- [Persuasive graphic organizer](#) with sentence stems provided by teacher
- Partners/pairs (Ex.Turn and Talk)
- Anchor Charts for each individual student using keywords to support the specific skill

[triangle](#) activity. Students will choose one broad idea, and narrow it down two or three more times to make it more specific. Ex: Summer Break-> The Boardwalk-> The night I won a giant candy bar at the basketball game!

- *Repeat appropriate mini lessons for each trait. Another example activity for the trait “conventions” could be editing sentences or paragraphs with proper editing marks.*

Processed Writing Lesson for Informational/Explanatory

- Introduce a research paper using three resources using an anchor chart or model of one completed
- Allow students to pick a topic from suggestions of teacher made list Ex. Walt Disney Create at least 2-3 questions to research: Ex: How did Walt start Disney?
- Students begin their research with a book, article and video to start their first drafts. Students can find a video and article on the topic using the [Kids Search Engine](#)
- Teachers meet with students to assist in revisions using

Processed Writing Lesson for Opinion Writing:

Smekens Opinion Lesson

- Introduce opinion writing using an anchor chart or model of a writing
- Distinguish between reasons and evidence for support of writing an opinion [Distinguish between reasons from evidence](#) Begin to write an opinion together on a prompt provided by teacher Ex. Wearing Uniforms in school
- Students begin their first drafts writing opinion using

- Word Banks with key vocabulary words

Resources for students **exceeding** grade level expectations:

- Differentiated according to student data
- Leveled Text
- [Persuasive graphic organizer](#) to compare and contrast different opinions/ point of view

article and videos to support their opinion [Safe Search Kids](#)

*Teachers meet with students to conference and revise

Evidence Based Writing Project: [Protecting Animals](#)

[6.1.2.Geo.HE.1](#)

On Demand Writing

Lesson: Climate and Culture **Achieve the Core Lesson**

6.1.2.Geo.HE.1

- Watch the [Water Tips video](#): and discuss with students
Ex. Why is it important to save water?
- Read carefully the article about Water tips [Water articles using safesearchkids.com](#). Have the students take notes using Cornell style [Examples of Cornell Notes](#) Ex. What can you do to save water? Why is saving water important? Turn and talk to your partner to discuss.
- Students will write about Why it is important to save water and complete using the rest of the class period

Research Writing Lesson: Use this lesson to meet mandated standard Holocaust Activity: **(6.1.5.CivicsDP.2)**

- Read a selected text on the [Holocaust](#), such as [Flowers on the Wall](#) by Miriam Nerlove
- During the read aloud session, stop at the salient points and ask these types of questions rather than at the end of the story so that knowledge is building.
- What is life like in Poland for Jews before the coming of the Nazi conquest?

- Explain new terminology and create an anchor chart.
How do the events impact the main character and his or her family?
- Write a short poem or paragraph about the main character. Consider including an artistic portrayal.

Extended Research/Speaking and Listening Lesson: [Genius Hour PowerPoint](#) (Processed writing piece-can be used as summative)

- Introduce passion/genius hour projects using powerpoint or anchor charts. Create a topic board
- Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board.
- Students will create their questions and begin their research once approved by the teacher

Suggested Options for Differentiation

Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities

- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as 5 minutes on computer
- Chunk assignments
- Use visuals such as stop signs, raise your hand
- Introduce key vocabulary before lesson
- Teacher reads aloud assignments orally
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can't write

- Technology resources
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSL
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

- Do not single out students with disabilities

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery on basing an opinion
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *

- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed
- Assemble a packet with information and expectations for classes or assignments (example completed writing packets or completed Cornell notes)
- Be flexible with assignments
- Offer several alternatives from which all students can choose. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for a economically disadvantaged child *(can apply to writing topics and articles) *
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials:

- Wonders materials
- WonderWorks
- Beable
- IXL
- Learning A-Z
- Novels
 - *Bridge to Terabithia* by Katherin Paterson

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Reflection

Unit 4: Language

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

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

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.

- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.

Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

Speaking and Listening

- **SL.PE.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.II.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **SL.PI.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.UM.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- **SL.AS.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Primary Interdisciplinary Connections

Social Studies

- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking Standards

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Career Readiness, Life Literacies, and Key Skills Standards

- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **9.4.5.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet

Other Assessments**Formative**

- Wonders Assessments
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk
- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective change?"
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

Summative

- Unit Assessment (ex. Wonders)

Benchmark

- Fall, winter, and spring benchmark assessments (Wonders, Beable, Linkit)

Alternative

- [CommonLit](#) for reading passages and quizzes
- Kahoot for games on current skills

- [Actively Learn](#) free reading passages
- Learn Zillion ELA to explain current skills
- [Read Works](#) for reading passages and questions
- Achieve the Core for lessons on current skills
- BrainPop for lessons and quizzes on current skills

Knowledge and Skills

Content

Unit Essential Questions

- How do the rules of language affect communication?
- How does having command of the English language affect our daily lives?
- Why is it important to punctuate dialogue when writing narratives?
- How do authors use language to create mood and tone in texts?
- Why are proper conventions important when writing?
- Why is it important to punctuate properly when writing?
- How does proper organization and transitions help writers communicate their ideas and help readers better understand those ideas?
- What are some strategies good readers use to determine the meanings of unfamiliar words and phrases?
- How do adjectives enhance writing?
- Why do readers need to pay attention to a writer's choice of words?

Enduring Understandings

Skills

Students will be able to...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking:
 1. Explain the function of conjunctions, prepositions, and interjections.
 2. Form and use the perfect verb tenses.
 3. Use verb tenses to convey various times, sequences, states, and conditions.
 4. Recognize and correct inappropriate shifts in verb tense.
 5. Use correlative conjunctions (i.e. either/or, neither/nor).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing:
 1. Use punctuation to separate items in a series.
 2. Use a comma to separate an introductory element.
 3. Use commas to set off yes and no, tag a question from the rest of the sentence, and to indicate a direct address.

- Command of the English language is important when speaking and writing.
- Rules and conventions help readers and writers to understand what is being communicated

4. Use underlining, quotation marks, or italics to indicate titles of works.
 5. Use references, as needed, to spell words.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings:
 1. Interpret similes and metaphors.
 2. Explain the meaning of idioms, adages, and proverbs
 3. Understand words by using synonyms, antonyms, and homographs.
 - Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including transition words.

Instructional Plan

Suggested Activities

- Show students the differences in plural spellings:
- Start by dictating common nouns and asking students to make the word plural (book, chair, desk). Students write on a whiteboard.
 - Ask students to write more complex plural words that do not end with 's' (say, "more than one mouse, man, child"). Students write on a whiteboard.
 - Dictate words that end with 's', 'ch', 'sh', 'ss', 'x' or 'z' and ask students to make them plural. Explain that to make

Resources

- Wonders materials
- WonderWorks
- Beable
- IXL
- Leveled Readers
- Newsela
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books getepic.com

these words plural, we must at '-es'.

- Provide students word lists of homophones and irregular plurals that they can use to aid in spelling.
- Using an interactive whiteboard, show students how you can type a sentence in an online document using an incorrectly spelled homophone or plural. Draw their attention to the squiggly line that appears under misspelled words and show them how to correct the spelling.
- Complete a daily language warm up and have students correct it with you
- Choose read alouds to model standards. For example, a narrative with lots of dialogue can be used to show how important dialogue punctuation is in helping us understand texts. Texts using figurative language and clear descriptions help us visualize and in turn deepen understanding.
- Provide students with texts where students can add word choices that enhance the text
- Have students write paragraphs without correct conventions and swap with a partner who will insert correct conventions (spelling, capitalization, punctuation, etc)
- Each Monday, give 5 new words that students could easily use to enhance future writing pieces. Students will be responsible for knowing the meanings of the words by the end of each week. (After every 20 words learned, administer a unit test)

- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
 - *Bridge to Terabithia* by Katherin Paterson
- Picture Books
- Achievethecore.org

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Notebooks with visuals, rules, etc for conventions, dialogue, organization, spelling
- Leveled texts
- Word banks with vocabulary words
- Provide a mentor
- Provide one on one or small group assistance

Resources for **on-grade** students:

- Encourage peer assessment using teacher made rubrics and/or answer keys
- Leveled texts

Resources for students **exceeding** grade level expectations

- Encourage self assessment using teacher made rubrics
- Mentor/teach peers
- Leveled texts

Suggested Options for Differentiation
Examples of Accommodations & Modifications

Multilingual Learners:

- Provide sentence starters to assist with PCR and other writing pieces
- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy
- Special Education
- Follow all IEP modifications

- Model assignments
- Provide Brain Breaks ex. 5 minutes of free computer time
- Chunk assignments
- Use visuals such as quiet, or heads up
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs such as figurative language conjunction function
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

Special Education:

- Provide sentence starters to assist with PCR and other writing pieces
- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as using sticks to provide 1 minute breaks for student to take a walk

- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs such as figurative language conjunction function
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can't write
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

Students with 504 Plans:

- Provide sentence starters to assist with PCR and other writing pieces
- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations

- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Technology resources
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSL
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented:

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students At Risk of School Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback

- Provide high interest topics/options
- Offering help, encouragement, and caring when needed
- Assemble a packet with information and expectations for classes or assignments (example completed writing packets or completed Cornell notes)
- Be flexible with assignments
- Offer several alternatives from which all students can choose.. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for a economically disadvantaged child * (can apply to writing topics/journaling and articles) *
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials:

- Wonders materials
- WonderWorks
- Beable
- IXL
- Learning A-Z
- [UFLI](#)
- Novels
 - *Bridge to Terabithia* by Katherin Paterson

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Technology Resources:

Third Party Educational Websites:

- CommonLit
- Kahoot

- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Reflection