

Quinton Township School District
English Language Arts
Grade 5
[Pacing Guide](#)

Unit:	1	Unit Title:	Narrative Nonfiction	Pacing:	30 Days
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Unit Summary: In this unit, students explore how life experiences will shape an individual's perspective and how location and socioeconomic status can impact how individuals get everything they need. Students read narrative nonfiction and analyze the author's perspective and point of view. Students also read realistic fiction, analyze plot elements, and make connections between their lives and the text. Throughout the different texts, students acquire and use grade-appropriate academic vocabulary and use context clues to determine the meaning of multiple-meaning and unknown words and phrases. Additionally, students will complete novel studies to analyze the themes of kindness, empathy, and inclusion on *Wonder* and *Esperanza Rising*. In writing, students create an argumentative essay supporting a claim with logical reasons and relevant evidence from sources. * @ ()

A reader's theater performance provides an engaging and collaborative way for students to wrap up each unit, reinforcing fluency, comprehension, and expression while bringing the unit's themes to life through performance.

Objectives:

Language

- Decode words with short vowels.
- Decode words with long vowels.
- Report on a topic or text or present an opinion, sequencing ideas; speak clearly at an understandable pace.
- Acquire and use grade-appropriate academic vocabulary.
- Decode words with long u.
- Decode words with *r*-controlled vowels.

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- Apply knowledge of Greek and Latin prefixes to determine the meaning of unfamiliar words.
- Perform a text for Reader's Theater, using expressive voices and actions to bring the characters to life, while demonstrating their understanding of the story's themes, vocabulary, and key details from the stories included in the curriculum.

Reading

- Explain how text structures contribute to the understanding of a text.
- Analyze an author's perspective, or point of view, in an informational text from a variety of authors. * @ ()
- Analyze the themes of kindness, empathy, and inclusion in *Wonder*. () ^
- Read and comprehend texts in the grades 4-5 text complexity band.
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.
- Compare and contrast their daily lives with those of people from diverse cultures, such as those in Ghana, China, and Sudan, by analyzing texts like *A Long Walk to Water*, *One Hen*, and *Mufaro's Beautiful Daughters*, and exploring the similarities and differences in routines, traditions, and lifestyles across the world. @ * ^
- Use context clues to determine the meaning of multiple-meaning and unknown words and phrases.
- Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text. * @ ()
- Explain how the text structure of chronology contributes to the understanding of a text.
- Explain how headings and graphs contribute to the understanding of a text.
- Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
- Analyze character traits and development of theme in *Esperanza Rising* by Pam Muñoz Ryan. () ^

Writing

- Write an argumentative essay supporting a claim with logical reasons and relevant evidence from sources.
- Write to make a claim supporting a perspective with logical reasons and relevant evidence from sources.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Identify different types of sentences and sentence fragments.
- Punctuate sentences correctly.
- Identify subjects and predicates.

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- Use commas correctly.
- Identify compound sentences.
- Punctuate compound sentences correctly.
- Write an argument with a strong introduction, supported by logical reasons and relevant evidence from sources.
- Identify and correct run-on sentences.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.A, L.WF.5.2.B, L.WF.5.2.D, L.WF.5.2.E, L.WF.5.2.F, L.WF.5.2.G, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B

L.VL.5.2.A, L.VL.5.2.B

L.VI.5.3.B, L.VI.5.3.C

Reading Learning Targets: RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, RI.CT.5.8

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Writing Learning Targets: W.AW.5.1.A, W.AW.5.1.B, W.AW.5.1.C, W.AW.5.1.D, W.IW.5.2.E, W.NW.5.3.D, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WR.5.5, W.SE.5.6, W.RW.5.7
Speaking/Listening: SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6
Interdisciplinary Connections: 6.1.5.CivicsPI.1, 6.1.5.CivicsCM.1, 6.1.5.CivicsPD.3, 2.1.5.SSH.3, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a
Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4
Computer Science and Design Thinking: 8.1.2.AP.4
Career Education: 9.2.5.CAP.7, 9.2.5.CAP.8, 9.2.5.CAP.5

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Language Phonics and Spelling: short vowels; long vowels; words with long u; <i>r</i> -controlled vowels Fluency: accuracy and expression; intonation and rate; expression and phrasing; rate; accuracy and phrasing Vocabulary: academic	<i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Student Anthology Reading/Writing Companion MLL Small Group Guide	Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>GoWonders</i> Online Tools and Games IXL.com Blooket Epic books

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vocabulary; homographs; prefixes; context clues; sentence clues; suffixes; Greek and Latin prefixes <u>Reading</u> Genre: Narrative Nonfiction; Realistic Fiction; Argumentative Text Mini Lessons: ask and answer questions; primary and secondary sources; text structure: cause and effect; author's perspective; reread; plot: conflict and resolution; plot: events; text structure: chronology; headings and graphs; author's claim; author's purpose Listening Comprehension Shared Reading Respond to Reading <u>Writing</u>			
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Genre: Argumentative writing Mini Lessons: analyze the rubric; make a claim; analyze the student model; analyze the prompt; analyze the sources; plan: organize ideas; draft: relevant evidence; revise: peer conferences; strong introductions Grammar and Mechanics: sentences; punctuating sentences; subjects and predicates; commas; compound sentences; punctuation in compound sentences; complex sentences; run-on sentences; correcting run-on sentences			
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Assessments	
Formative Assessments ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student Practice Pages ● Writing Drafts	Summative Assessments ● Topic tests ● Fountas and Pinnell Testing ● NJSLA Testing ● School-Wide Writing Assessment Pre/Post

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• Notebooks • Student Self Assessment	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	translator present.		
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Quinton Township School District
English Language Arts
Grade 5

Unit:	2	Unit Title:	Informational Text: Expository	Pacing:	30 Days
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Unit Summary: In this unit, students read and analyze expository text and cite text evidence as they examine good problem solving strategies. Students continue to ask and answer questions while they read and evaluate how different authors approach the same topic. Reading literary texts, including poetry, students analyze figurative language and theme, applying all they know to read with accuracy, expression, and automaticity. In writing, students create an expository essay, synthesizing information from three sources to support their claims.*

Objectives:

Language

- Decode words with variant vowels and diphthongs.
- Decode words using knowledge of plurals.
- Report on a topic or text or present an opinion, sequencing ideas; speak clearly at an understandable pace.
- Identify different kinds of nouns.
- Capitalize proper nouns.
- Identify singular and plural nouns.
- Form and use plural nouns correctly.
- Decode words with inflectional endings.
- Decode words using knowledge of contractions.
- Use appositives correctly.
- Identify possessive nouns.
- Explain the use of personification.

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- Decode and spell words with closed syllables.
- Acquire and use grade-appropriate academic vocabulary.
- Identify prepositional phrases.
- Punctuate titles and letters correctly.
- Perform a text for Reader's Theater, using expressive voices and actions to bring the characters to life, while demonstrating their understanding of the story's themes, vocabulary, and key details from the stories included in the curriculum.

Reading

- Read grade-level texts with accuracy, appropriate rate, expression, and automaticity.
- Explain how headings and timelines contribute to the understanding of a text.
- Explain how a problem-and-solution text structure contributes to the overall meaning of a text.
- Explain how print and graphic features contribute to the overall meaning of a text.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Read diverse texts to explore and appreciate the unique perspectives, traditions, and values of different cultures, reflecting on how these cultures can teach us important lessons about life, community, and understanding one another. @ ()
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.
- Analyze how setting contributes to the plot in a literary text.
- Explain the development of stated or implied theme(s) throughout a literary text.
- Describe how an author develops a character's perspective in a literary text.
- Explain how a sequential text structure contributes to the overall meaning of a text.
- Identify the structure of narrative and free verse poetry.
- Explain how poetic elements such as form and line breaks work together in a poem.
- Use context clues to determine the meaning of multiple-meaning and unknown words and phrases, including homographs.
- Analyze poetry by Maya Angelou and Amanda Gorman for themes of inclusion and Black identity.*

Writing

- Write in response to texts.
- Write an expository text about a topic using multiple sources and including an organizational structure with a clear central

- idea, relevant elaboration, and varied transitions.
- Spell words using knowledge of plurals.
- Write expository texts about a topic using multiple sources and including an organizational structure and relevant elaboration.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.B, L.WF.5.2.D, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B

L.VL.5.2.A, L.VL.5.2.B, L.VL.5.2.C

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

Reading Learning Targets: RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RL.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, RI.CT.5.8

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Writing Learning Targets: W.AW.5.1.A, W.AW.5.1.B, W.AW.5.1.C, W.AW.5.1.D, W.IW.5.2.A, W.IW.5.2.B, W.IW.5.2.C, W.IW.5.2.D, W.IW.5.2.E, W.NW.5.3.D, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WP.5.4.D, W.WP.5.4.E, W.WR.5.5, W.SE.5.6, W.RW.5.7,
Speaking/Listening: SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6
Interdisciplinary Connections: 5.DL.A.1, 6.1.5.CivicsCM.1, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a
Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3, 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4
Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.5.IML.6
Career Education: 9.1.5.CR.1

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Language</u> Phonics and Spelling Activities: Variant Vowel /o/; Diphthongs /oi/, /ou/; Plurals; Inflectional Endings; Contractions; Closed Syllables Vocabulary: Academic Vocabulary; Context Clues; Dictionary and Glossary; Personification; Roots; Poetry Terms; Homographs	<i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Student Anthology Reading/Writing Companion MLL Small Group Guide	Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>GoWonders</i> Online Tools and Games IXL.com Blooket Epic books

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<u>Reading</u> Genre: Expository Text, Folktale, Poetry Mini Lessons: Reread Text Features: Headings and Timelines, Text Structure: Problem and Solution, Make Predictions, Plot: Setting, Theme, Poetic Elements: Repetition and Rhyme, Poetry: Narrative and Free Verse Theme Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: Expository Mini Lessons: Analyze the Rubric, Central Idea, Analyze the Student Model, Analyze			
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the Prompt, Analyze the Sources, Plan: Organize Ideas, Draft: Elaboration, Revise: Peer Conferences Grammar and Mechanics: Kinds of Nouns; Capitalizing Proper Nouns; Singular and Plural Nouns; Forming Plural Nouns; Plural Forms and Appositives; Possessive Nouns; Prepositional Phrases; Punctuating Titles and Letters			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Exit Tickets • Student Practice Pages • Writing Drafts • Notebooks • Student Self Assessment	Summative Assessments • Topic tests • Fountas and Pinnell Testing • NJSLA Testing • School-Wide Writing Assessment Pre/Post
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
English Language Arts
Grade 5

Unit:	3	Unit Title:	Realistic Fiction	Pacing:	30 Days
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Unit Summary: Throughout unit 3, students read and learn about diverse cultures, teamwork, and events from the past. Students explore these topics through realistic fiction texts in which they analyze character traits, track the plot, and explain development of themes of the texts. Using text evidence, they respond to questions about text structures and author's purpose. In writing, students create argumentative essays, supporting their claims with logical reasons, precise language, and text evidence.* () ^

Objectives:

Language

- Decode and spell words with open syllables.
- Read grade level texts with accuracy, appropriate rate, expression, and automaticity.
- Compare and contrast how authors present information on the same topic or theme.
- Report on a topic or text or present an opinion, sequencing ideas.
- Speak clearly at an understandable rate.
- Identify action verbs and different verb tenses.
- Use correct subject-verb agreement.
- Decode and spell words with vowel team syllables.
- Decode and spell words with consonant + *le* syllables.
- Identify main and helping verbs.
- Recognize special helping verbs, contractions, and troublesome words.
- Identify linking verbs.
- Punctuate titles and product names correctly.
- Decode words with *r*-controlled vowel syllables.

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- Use the past tense of verbs correctly.
- Apply an understanding of correct verb usage.
- Perform a text for Reader's Theater, using expressive voices and actions to bring the characters to life, while demonstrating their understanding of the story's themes, vocabulary, and key details from the stories included in the curriculum.

Reading

- Use context to determine the meaning of multiple-meaning words.
- Analyze how characterization contributes to the plot in a literary text.
- Explain the development of stated or implied theme(s) throughout a literary text.
- Summarize to enhance comprehension.
- Analyze an author's purpose in an informational text.
- Explain how the text structure of problem and solution contributes to the overall meaning of a text.
- Explain how the text structure of compare and contrast contributes to the overall meaning of a text.
- Explain how relevant details support the central idea(s), implied or explicit.
- Analyze texts for themes of inclusion and a sense of belonging. ^ ()
- Analyze how literal and figurative language contributes to meaning in a text.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Apply knowledge of Latin roots to determine the meaning of unfamiliar words.
- Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.

Writing

- Use technology to produce and publish writing with some guidance and support from adults.
- Write an argumentative essay using precise language, supported with logical reasons and relevant evidence from sources.
- Develop writing as needed by planning, revising, and editing.
- Write an argument with an organizational structure supported by logical reasons, relevant evidence from sources, and a strong conclusion.

Essential Questions:

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How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.A, L.WF.5.2.B, L.WF.5.2.C, L.WF.5.2.D, L.WF.5.2.E, L.WF.5.2.F, L.WF.5.2.G, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B

L.VL.5.2.A, L.VL.5.2.B

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

Reading Learning Targets: RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, RI.CT.5.8

Writing Learning Targets: W.AW.5.1.A, W.AW.5.1.B, W.AW.5.1.C, W.AW.5.1.D, W.IW.5.2.B, W.IW.5.2.C, W.IW.5.2.D, W.IW.5.2.E, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WP.5.4.E, W.WR.5.5, W.SE.5.6, W.RW.5.7

Speaking/Listening: SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6

Cross Curricular Standards:

Interdisciplinary Connections: 6.1.5.CivicsPI.1, 2.1.5.SSH.3, 3-5-ETS1-1, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a,

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1.4.5.Pr5b, 1.4.5.Pr6a

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CT.2, 9.4.2.CT.3, 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4

Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.5.TL.3

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Language</u> Phonics and Spelling Activities: Open Syllables; Vowel Team Syllables; Consonant + <i>le</i> Syllables; <i>r</i>-Controlled Vowel Syllables Vocabulary: Academic Vocabulary; Context Clues: Cause and Effect; Adages; Latin Roots; Similes and Metaphors; Sentence Clues <u>Reading</u> Genre: Realistic Fiction; Expository Text; Argumentative Text Mini Lessons: Summarize;	<i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Student Anthology Reading/Writing Companion MLL Small Group Guide	Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>GoWonders</i> Online Tools and Games IXL.com Blooket Epic books

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Plot: Characterization; Theme; Author's Purpose; Ask and Answer Questions; Text Structure: Problem and Solution; Central Idea and Relevant Details; Literal and Figurative Language; Text Structure: Compare and Contrast; Author's Claim Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: Argumentative Writing Mini Lessons: Analyze the Rubric; Precise Language; Analyze the Prompt; Analyze the Sources; Plan: Organize Ideas; Draft: Logical Order; Revise: Peer Conferences; Strong Conclusion Grammar: Action Verbs; Subject-Verb Agreement; Verb Tenses; Avoid Shifting Tenses;			
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Main and Helping Verbs; Special Helping Verbs; Contractions; Troublesome Words; Linking Verbs; Punctuating Titles and Product Names; Irregular Verbs; Correct Verb Usage			
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Assessments	
Formative Assessments • Anecdotal Notes • Fountas and Pinnell Running Record • Exit Tickets • Student Practice Pages • Writing Drafts • Notebooks • Student Self Assessment	Summative Assessments • Topic tests • Fountas and Pinnell Testing • NJSLA Testing • School-Wide Writing Assessment Pre/Post
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504	• Basic Skills Instruction • Speech/Language Therapy	• Basic Skills Instruction • Provide after-school tutoring	• Promote self-initiated and self-directed learning for

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plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	growth though independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
English Language Arts
Grade 5

Unit:	4	Unit Title:	Biography	Pacing:	30 Days
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Unit Summary: In unit 4, students read and understand biographies. They analyze how photographs and captions contribute to the understanding of text. Citing text evidence, they respond to a biography, as well as investigate ways people can bring about positive change in their communities. Through informational texts, students evaluate causes and effects of the Civil War and identify accomplishments of individuals and groups who have made contributions in the area of Civil Rights. They also analyze rhetorical devices in poetry. As writers, students synthesize information from four sources to draft, revise, and publish an expository essay supported by relevant text evidence. * ^

Objectives:

Language

- Decode and spell words with final /əl/ and /ən/.
- Use knowledge of prefixes to decode words.
- Read grade-level texts with accuracy, appropriate rate, expression, and automaticity.
- Identify pronouns and antecedents.
- Use correct pronoun-antecedent agreement.
- Identify different kinds of pronouns.
- Use quotation marks correctly in dialogue.
- Spell words with prefixes.
- Acquire and use grade-appropriate academic vocabulary.
- Report on a topic or text or present an opinion, sequencing ideas.
- Speak clearly and at an understandable pace.
- Use knowledge of homographs and suffixes to decode words.

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- Use context clues to determine the meaning of unknown words and phrases, including adages, proverbs, similes, and metaphors.
- Perform a text for Reader's Theater, using expressive voices and actions to bring the characters to life, while demonstrating their understanding of the story's themes, vocabulary, and key details from the stories included in the curriculum.

Reading

- Use context to determine the meaning of multiple-meaning words.
- Explain how photographs and captions contribute to the understanding of text.
- Analyze an author's perspective, or point of view, in an informational text.
- Explain how a chronological text structure contributes to the understanding of text.
- Compare and contrast how authors present information on the same topic or theme.
- Analyze how setting, events, conflict, persevering through the conflict, and characterization contribute to the understanding of a literary text. ^
- Explore and recognize the impactful contributions of Black individuals by engaging with biographies, literary works, and poetry written by and about influential Black figures, such as *Rosa Parks*, *Frederick Douglass*, and Nikki Giovanni. *
- Describe how an author develops a character's perspective in a literary text, considering Black and other cultural identities and unique identities. * ()
- Analyze how similes and metaphors contribute to meaning in a text.
- Summarize a text to enhance comprehension.
- Identify the structure of lyric and free verse poetry.
- Explain the development of stated or implied theme(s) throughout a literary text.
- Explain how figurative language such as imagery and other poetic elements work together in a poem.

Writing

- Write an expository text about a topic using relevant evidence and sources, as well as an organizational structure with a strong introduction.
- Develop and strengthen writing as needed by planning, revising, and editing.
- Produce and publish writing through the use of technology.
- Use abbreviations correctly.

- Identify possessive pronouns.
- Use apostrophes, possessives, and reflexive pronouns correctly.
- Spell homographs correctly.
- Identify pronouns and homophones.
- Punctuate poetry correctly.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.B, L.WF.5.2.C, L.WF.5.2.D, L.WF.5.2.F, L.WF.5.2.H

L.KL.5.1.A

L.VL.5.2.A

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

Reading Learning Targets: RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RI.AA.5.7, RL.CT.5.8, RI.CT.5.8

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Writing Learning Targets: W.AW.5.1.A, W.AW.5.1.B, W.AW.5.1.D, W.IW.5.2.A, W.IW.5.2.B, W.IW.5.2.C, W.IW.5.2.D, W.IW.5.2.E, W.NW.5.3.B, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WR.5.5, W.SE.5.6, W.RW.5.7, Speaking/Listening: SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6
Interdisciplinary Connections: 3-5-ETS1-2, 2.1.5.CHSS.2, 6.1.5.CivicsPD.3, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a
Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4, 9.4.2.CT.2, 9.4.2.CT.3, 9.4.5.GCA.1
Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.5.IML.6
Career Education: 9.2.8.CAP.10

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Language</u> Phonics and Spelling Activities: Words with Final /əɪ/ and /ən/; Prefixes; Homographs; Words with /chər/ and /zhər/; Suffixes -ance and -ence Vocabulary: Academic Vocabulary; Prefixes and Suffixes; Hyperbole; Adages and Proverbs; Synonyms and	<i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Student Anthology Reading/Writing Companion MLL Small Group Guide	Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>GoWonders</i> Online Tools and Games IXL.com Blooket Epic books

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Antonyms; Poetry Terms; Similes and Metaphors <u>Reading</u> Genre: Biography; Drama; Poetry Mini Lessons: Summarize; Photographs and Captions; Author's Perspective; Text Structure: Chronology; Visualize; Play; Character Perspective; Similes and Metaphors; Stanza and Meter; Lyric and Free Verse; Theme; Imagery Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: Expository Writing Mini Lessons: Analyze the Rubric; Relevant Evidence and Sources; Analyze the Prompt; Plan: Organize Ideas; Draft: Strong Introduction; Revise: Peer Conferences; Logical Text			
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Structure Grammar and Mechanics: Pronouns and Antecedents; Pronoun-Antecedent Agreement; Kinds of Pronouns; Quotation Marks in Dialogue; Pronoun-Verb Agreement; Abbreviations; Possessive Pronouns; Apostrophes; Possessives; Reflexive Pronouns; Pronouns and Homophones; Punctuating Poetry			
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Assessments	
Formative Assessments ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Notebooks ● Student Self Assessment	Summative Assessments ● Topic tests ● Fountas and Pinnell Testing ● NJSLA Testing ● School-Wide Writing Assessment Pre/Post ● Benchmark Assessment
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
English Language Arts
Grade 5

Unit:	5	Unit Title:	Changes Over Time	Pacing:	30 Days
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Unit Summary: In this unit, students study the impact of change on science, humanity, and the environment. In analyzing informational texts, they evaluate how text features contribute to understanding and how key details support main ideas. Climate change is addressed within the context of environmental studies, particularly when students explore how natural events and human activities affect the environment. They also evaluate the author's purpose and how the structure the author chooses supports that goal. Reading literary texts, including fiction and poetry, students explore figurative language such as puns. In writing, students create a research report, connecting grade-level-appropriate science concepts with the history or science, science careers, and contributions of scientists. #

Objectives:

Language

- Use knowledge of prefixes, suffixes, and homophones to decode words.
- Report on a topic or text or present an opinion, sequencing ideas.
- Speak clearly at an understandable pace.
- Identify independent and dependent clauses.
- Identify complex sentences.
- Use commas correctly with clauses.
- Use appositives correctly.
- Spell words with suffixes.
- Spell homophones.
- Acquire and use grade-appropriate academic vocabulary.
- Apply knowledge of root words to determine the meaning of unfamiliar words.

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- Perform a text for Reader's Theater, using expressive voices and actions to bring the characters to life, while demonstrating their understanding of the story's themes, vocabulary, and key details from the stories included in the curriculum.

Reading

- Read grade-level texts with accuracy, appropriate rate, expression, and automaticity.
- Explain how text features contribute to the understanding of a text.
- Explain how relevant, or key, details in a text support the central, or main, idea(s), implied or explicit.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Read and listen to texts and videos about climate-related topics, including global warming and climate change. #
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.
- Use context to determine the meaning of multiple-meaning words.
- Analyze how conflict and characterization contribute to the plot in a literary text.
- Explain how the text structure of compare and contrast contributes to the overall meaning of a text.
- Use context clues to determine the meaning of unknown words and phrases, including idioms.
- Explain how charts and headings contribute to the understanding of a text.
- Analyze an author's perspective in an informational text.
- Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
- Analyze how the author's use of figurative language, such as puns, contributes to meaning in a text.

Writing

- Write in response to texts.
- Write an expository text researching a topic, using multiple sources, relevant evidence, and elaboration.
- Develop and strengthen writing as needed by planning, revising, and editing.
- Use technology to produce and publish writing.
- Use correct capitalization and punctuation.
- Identify adjectives that compare.
- Use *more* and *most* correctly with adjectives.
- Explain the function of adjectives.

- Spell with prefixes and suffixes.
- Write a personal narrative with a logical sequence of events and effective use of description.
- Use irregular comparative forms correctly.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.B, L.WF.5.2.D, L.WF.5.2.E, L.WF.5.2.G, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B, L.KL.5.1.C

L.VL.5.2.A, L.VL.5.2.B, L.VL.5.2.C

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

Reading Learning Targets: RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RL.AA.5.7, RL.CT.5.8, RI.CT.5.8

Writing Learning Targets: W.AW.5.1.A, W.AW.5.1.B, W.IW.5.2.B, W.IW.5.2.D, W.NW.5.3.A, W.NW.5.3.B, W.NW.5.3.C,

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W.NW.5.3.D, W.NW.5.3.E, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WP.5.4.D, W.WP.5.4.E, W.WR.5.5, W.SE.5.6, W.RW.5.7
Speaking/Listening: SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6
Interdisciplinary Connections: 3-5-ETS1-1, 3-5-ETS1-2, 6.1.5.CivicsPD.3, 6.1.5.CivicsCM.3, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a
Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4, 9.4.2.CT.2, 9.4.2.CT.3
Computer Science and Design Thinking: 8.1.2.AP.4

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Language</u> Phonics and Spelling Activities: Suffixes; Homophones; Prefixes Vocabulary: Academic Vocabulary; Greek Roots; Thesaurus; Idioms; Puns; Root Words <u>Reading</u> Genre: Expository Text; Historical Fiction; Argumentative Text	<i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Student Anthology Reading/Writing Companion MLL Small Group Guide	Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>GoWonders</i> Online Tools and Games IXL.com Blooket Epic books

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Mini Lessons: Ask and Answer Questions; Diagrams; Central Idea and Relevant Details; Imagery; Make, Confirm, and Revise Predictions; Plot: Characterization; Plot: Conflict; Text Structure: Compare and Contrast; Charts and Headings; Author's Perspective; Puns Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: Research Report; Personal Narrative Mini Lessons: Plan: Relevant Evidence; Draft: Elaboration; Revise: Sentence Structure; Peer Conferencing; Edit and Proofread; Publish, Present, and Evaluate; Plan: Sequence; Draft: Description			
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Grammar and Mechanics: Clauses; Appositives; Complex Sentences; Commas with Clauses; Adjectives; Capitalization and Punctuation; Adjectives that Compare; Using <i>More</i> and <i>Most</i> ; Comparing with <i>Good</i> and <i>Bad</i> ; Irregular Comparative Forms			
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Assessments	
Formative Assessments ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Notebooks ● Student Self Assessment	Summative Assessments ● Topic tests ● Fountas and Pinnell Testing ● NJSLA Testing ● School-Wide Writing Assessment Pre/Post
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

Differentiation

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
English Language Arts
Grade 5

Unit:	6	Unit Title:	Historical Fiction	Pacing:	30 Days
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Unit Summary: Unit 6 is mainly a study of historical fiction where students cite text evidence to respond to explain how different groups contribute to a cause. Students analyze the use of flashbacks and explain the development of themes within texts. They also expand their knowledge and application of Latin and Greek roots to comprehend unfamiliar words within text. In writing, students create historical fiction stories with a logical sequence of events and effective character and plot development.

Objectives:

Language

- Use knowledge of Greek and Latin roots to decode words.
- Read grade-level texts with accuracy, appropriate rate, expression, and automaticity.
- Compare and contrast how authors present information on the same topic or theme.
- Report on a topic or text or present an opinion, sequencing ideas.
- Speak clearly at an understandable pace.
- Identify adverbs.
- Use capitalization and abbreviations correctly in letters and formal e-mails.
- Use adverbs that compare.
- Use *good*, *well*, *more*, *most*, *-er*, and *-est* correctly.
- Spell words with Greek and Latin roots.
- Acquire and use grade-appropriate academic vocabulary.
- Use knowledge of mythology to decode words.
- Use knowledge of the number prefixes to decode words.
- Identify negative words and phrases.

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- Correct double negatives.
- Combine sentences correctly.
- Use commas and colons correctly.
- Perform a text for Reader's Theater, using expressive voices and actions to bring the characters to life, while demonstrating their understanding of the story's themes, vocabulary, and key details from the stories included in the curriculum.

Reading

- Analyze how the events in a flashback contribute to the plot in a literary text.
- Explain the development of stated or implied theme(s) throughout a literary text.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Summarize a text to enhance comprehension.
- Analyze the impact kindness and inclusion can have between friends and people around the world through texts such as *The Friend Who Changed My Life* and *Enemy or Ally?*. ^
- Explain how print and graphic features contribute to the overall meaning of a text.
- Use context to determine the meaning of multiple-meaning words.
- Explain how maps contribute to the understanding of a text.
- Explain how a cause and effect text structure contributes to the overall meaning of a text.
- Describe how an author develops a character's perspective in a literary text.
- Identify the structure of lyric and narrative poetry.
- Explain how imagery and other poetic elements work together in a poem.

Writing

- Write in response to texts.
- Write a fictional narrative with a logical sequence of events and demonstrating an effective use of character and plot development.
- Develop and strengthen writing as needed by planning, revising, and editing.
- Use technology to produce and publish writing.
- Write a narrative poem with a logical sequence of events that demonstrates effective use of figurative language, characters, setting, and plot.

- Identify prepositional phrases.
- Use pronouns correctly in prepositional phrases.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

New Jersey Student Learning Standards

Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.B, L.WF.5.2.C, L.WF.5.2.D, L.WF.5.2.E, L.WF.5.2.F, L.WF.5.2.G, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B

L.VL.5.2.A, L.VL.5.2.B, L.VL.5.2.C

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

Reading Learning Targets: RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RIAA.5.7, RL.CT.5.8, RI.CT.5.8

Writing Learning Targets: W.AW.5.1.A, W.AW.5.1.C, W.IW.5.2.A, W.IW.5.2.D, W.NW.5.3.A, W.NW.5.3.B, W.NW.5.3.C, W.NW.5.3.D, W.NW.5.3.E, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WP.5.4.D, W.WP.5.4.E, W.WR.5.5, W.SE.5.6, W.RW.5.,

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Speaking/Listening: SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6
Interdisciplinary Connections: 6.1.5.CivicsCM.3, 2.1.5.CHSS.2, 6.1.5.CivicsPI.1, 1.4.5.Cr3a, 1.4.5.Cr3b, 1.4.5.Cr3c, 1.4.5.Pr5a, 1.4.5.Pr5b, 1.4.5.Pr6a
Career Readiness, Life Literacies, and Key Skills: 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4, 9.4.2.CT.2, 9.4.2.CT.3
Computer Science and Design Thinking: 8.1.2.AP.4, 9.4.5.IML.6

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<u>Language</u> Phonics and Spelling Activities: Words with Greek Roots; Words with Latin Roots; Words from Mythology; Number Prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>cent-</i> ; Suffixes <i>-ible</i> , <i>-able</i> Vocabulary: Academic Vocabulary; Homophones; Literal and Figurative Language; Context Clues: Paragraph Clues; Sound Devices; Poetry Terms; Personification	<i>Wonders</i> Teacher's Edition (McGraw Hill 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard	Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Student Anthology Reading/Writing Companion MLL Small Group Guide	Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>GoWonders</i> Online Tools and Games IXL.com Blooket Epic books

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<u>Reading</u> Genre: Historical Fiction; Expository Text; Poetry Mini Lessons: Summarize; Plot: Flashback; Theme; Print and Graphic Features; Ask and Answer Questions; Maps; Text Structure: Cause and Effect; Character Perspective; Assonance and Consonance; Lyric and Narrative; Point of View and Perspective; Imagery Listening Comprehension Shared Reading Respond to Reading <u>Writing</u> Genre: Historical Fiction; Narrative Poem Mini Lessons: Plan: Characters; Draft: Develop Plot; Revise: Dialogue and Pacing; Peer Conferences; Edit and Proofread; Publish, Present, and Evacuate; Plan: Characters, Setting, and Plot;			
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Draft: Figurative Language Grammar and Mechanics: Adverbs; Capitalization and Abbreviations in Letters and Formal E-mails; Adverbs that Compare; Using <i>good, well, more, most, -er, -est</i>; Negatives; Correct Double Negatives; Sentence Combining; Commas and Colons; Prepositional Phrases; Pronouns in Prepositional Phrases			
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Assessments	
Formative Assessments ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student Practice Pages ● Writing Drafts ● Notebooks ● Student Self Assessment	Summative Assessments ● Topic tests ● Fountas and Pinnell Testing ● NJSLA Testing ● School-Wide Writing Assessment Pre/Post
Benchmark Assessments	Alternative Assessments ● Alternative Choice Projects

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Provide breaks to allow for refocusing as necessary.			
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