# GREEN TOWNSHIP SCHOOL DISTRICT




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**Content Area:** **Language Arts**

**Course/Grade Level:** **Fifth Grade**

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**Curriculum Committee Members:**

**Principal:**
Jon Paul Bollette

**Board Approval Date:**
{Fill in when known}

# 5th Grade ELA

## Mission:

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

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

# 5th Grade ELA

| Key Performance and Benchmark Tasks/Assessments |
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| **<u>Resources for help in creating assessments</u>** |
| **Formative Assessments: Comprehension Checks, Quick Writes, Reading Responses, Task Cards, Journal Writing, Sadlier Workbook Pages, NoRedInk Skill Building Practice Modules, Pixton Storyboards** |
| **Summative Assessments: Sadlier Vocabulary Unit Test, Published Writing, iReady Diagnostic Reading Test, Spelling Quizzes, Vocabulary Quizzes, AR Quizzes, Exit Tickets, Comprehension Tests**<br><br>Examples may include:<br>● |
| **Benchmark Assessments:**<br>● Teacher-created benchmark assessments to be given periodically during the year. |
| **Alternative Assessments:**<br>● Teacher modifies assignments and activities based on student needs.<br>● Oral assessments administered in place of written when necessary.<br>● Accommodation and modification ideas may be found here:<br>○ Modifications & Accommodations Menu<br>○ *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf* |

# 5th Grade ELA

## Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

## 5th Grade Novel Studies

| Whole Class Anchor Texts | Book Club Novel Selections |
|---|---|
| Old Yeller by Fred Gipson<br><br>Tangerine by Edward Bloor<br><br>Fish in a Tree by Lynda Mullaly Hunt<br><br>Hoot by Carl Hiaasen<br><br>Various Picture Books | Bud, Not Buddy by Christopher Paul Curtis<br>Hatchet by Gary Paulsen<br>The Westing Game by Ellen Raskin<br>Julie of the Wolves by Jean Craighead George<br>Island of the Blue Dolphins by Scott O'Dell<br>Maniac Magee by Jerry Spinelli<br>Ella Enchanted by Gail Carson Levine<br>The Lightning Thief by Rick Riordan<br>Tale of Despereaux by Kate DiCamillo<br>Al Capone Does My Shirts by Gennifer Choldenko<br>Game Changers by Mike Lupica<br>Tuck Everlasting by Natalie Babbitt<br>The One & Only Ivan by Katherine Applegate<br>Holes by Louis Sachar<br>11 Birthdays by Wendy Mass<br>The Witches by Roald Dahl |

# 5th Grade ELA

## Unit 1

| **Telling Our Stories**<br>**Narrative Writing**<br>**Speaking and Listening**<br>**Language** | **Pacing:** |
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| **Unit Summary:** Students will identify components of an effective story and integrate them into their own narrative writing. | |
| **Essential Questions:**<br>● What are the necessary components that make an effective story?<br>● How do stories connect with our emotions?<br>● How do stories enrich our lives?<br>● How do listening and speaking strategies contribute to understanding? | **Enduring Understandings:**<br>● Skilled readers and listeners actively engage with texts and media to make meaning, ask questions, and draw connections.<br>● Language is a powerful tool for understanding and expressing ideas; its structure, use, and conventions enhance meaning. |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
|---|---|---|
| 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.<br><br>L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. | ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read<br>● Make personal connections, make connections to other texts, and/or make global connections when relevant<br>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text<br>● Identify the key details in a text<br>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns<br>● Identify the theme of the text<br>● Determine central message or theme<br>● Summarize the key points of a text | Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.<br><br>Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.<br><br>Building Knowledge: Building strong content knowledge and connecting ideas |

# 5th Grade ELA

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| A. Read grade-level text with purpose and understanding.<br><br>B. Read grade-level text orally with accuracy, appropriate rate, and expression.<br><br>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<br><br>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.<br><br>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<br><br>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.<br><br>RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.<br><br>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 | • Identify details to support the main idea<br>• Identify at least two main ideas in informational texts<br>• Explain how the author supports main ideas in informational text with key details<br>• Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts<br>• Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events<br>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)<br>• Identify metaphors and similes<br>• Analyze similes and metaphors in text and how it impacts the reader<br>• Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)<br>• Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text<br>• Identify the narrator's point of view<br>• Explain how the point of view impacts the events in the text<br>• Analyze the relationship between text and various multimedia components<br>• Explain how multimedia components contribute meaning<br>• Synthesize information from multiple sources<br>• Use media efficiently to answer questions and to solve problems<br>• Find similarities and differences in themes and topics when reading stories of the same genre<br>• Connect the text to other knowledge (e.g. practical | across disciplines using a variety of text resources and media.<br><br>Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.<br><br>Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures. |

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| story or drama, drawing on specific textual evidence (e.g., how characters interact).<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br><br>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; | knowledge, historical/cultural context, and background knowledge)<br>● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)<br>● Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year<br>● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts<br>● Read texts with scaffolding as needed<br>● Identify specific strategies for decoding words in texts<br>● Apply the specific strategies for decoding and spelling multisyllabic words<br>● Use various strategies to understand text and read with purpose<br>● Accurately read grade-level poetry and prose aloud<br>● Use an appropriate rate and expression when reading aloud<br>● Use various strategies to support word recognition and understanding<br>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension<br>Writing:<br>● Compose a story hook to engage the reader<br>● Establish the story's background or situation<br>● Introduce a narrator and/or characters<br>● Purposefully arrange events to make the story flow<br>● Use dialogue and description to develop experiences and events<br>● Show the responses of characters to situations, when appropriate<br>● Use a variety of transitional words and phrases to manage the sequence of events | |

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| organize an event sequence that unfolds naturally.<br><br>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.<br><br>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br><br>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br><br>E. Provide a conclusion that follows from the narrated experiences or events.<br><br>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.<br><br>A. Consider audience, purpose, and intent before writing.<br><br>B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.<br><br>C. Consider writing as a process, including self-evaluation, revision and editing. | • Use concrete words and phrases to relay story details<br>• Use sensory details to convey experiences and events precisely<br>• Provide a conclusion that follows from the narrated experiences or events<br>• Produce writing that is clear and understandable to the reader<br>• Unpack writing tasks (type of writing assignment)<br>• Unpack writing purpose (the writer's designated reason for writing)<br>• Focus the organization and development of a topic to reflect the task and purpose<br>• Practice revising and editing skills<br>• Change word choice and sentence structure in writing to strengthen the piece<br>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing<br>• Recognize spelling, grammar, and punctuation errors<br>• Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)<br>• Use strategies for reading literary and informational text to investigate topics<br>• Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events<br>• Explain how an author uses proof to support a point in informational text<br>• Prove each point with evidence from the text<br>• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject<br>• Produce numerous pieces of writing over various time frames<br>• Develop skills in research | |

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| 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.<br><br>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.<br><br>W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.<br><br>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.<br><br>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.<br><br>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. | • Reflect on the choices made while writing<br>• Reflect on and revise writing<br>• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose<br>• Use previous knowledge to expand discussions about a topic<br>Speaking/Listening<br>• Engage in conversations about grade-appropriate topics and texts<br>• Participate in a variety of rich, structured conversations<br>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer<br>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)<br>• Identify the key points and supporting details of a text presented orally<br>• Summarize a written text read aloud or information presented in multiple formats<br>• Report on a topic or text, telling a story, or recounting an event in an organized, logical manner<br>• Present information orally and in coherent, spoken sentences<br>• Use an appropriate pace when presenting<br>• Present and logically support personal opinions<br>Language:<br>• Indicate a title by using the proper punctuation for the text<br>• Explain the different types of punctuation used to indicate title and why<br>• Outline comma rules for setting off introductory words | |

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| A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.<br><br>B. Follow agreed-upon rules for discussions and carry out assigned roles.<br><br>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br><br>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.<br><br>SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).<br><br>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. | and phrases, the words *yes* and *no,* tag questions, and direct address<br>• Identify introductory words and phrases<br>• Separate an introductory element from the rest of the sentence by using commas<br>• Outline comma rules for setting off the words yes and no, tag questions, and direct address<br>• Apply comma rules to set off the words yes and no in sentences<br>• Apply comma rules to set off a tag question from the rest of the sentence<br>• Apply comma rules to indicate direct address<br>• Indicate a title by using the proper punctuation for the text<br>• Define and identify items in a series<br>• Separate items in a series using appropriate punctuation<br>• Spell grade-appropriate words correctly<br>• Use references as needed to aid in spelling<br>• Identify sentences in writing that need revision<br>• Revise writing by expanding, combining, and reducing sentences<br>• Determine similarities and differences in the presentation of English used in stories<br>• Decipher the meanings of words and phrases by using sentence context<br>• Determine the meaning of commonly used prefixes and suffixes<br>• Separate a base word from the prefix or suffix<br>• Use the definition of known prefixes and suffixes to define new words<br>• Identify root words in unknown words<br>• Use known root words to aid in defining unknown words<br>• Identify the purpose and use of glossaries and dictionaries | |

# 5th Grade ELA

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| | • Determine the structure of glossaries and dictionaries<br>• Use both print and digital glossaries and dictionaries to define and clarify words | |

## Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

**9.4.5.CI.1: 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).**
**9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).**
**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.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).**

## Unit 1: Core Unit Content

| *Vocabulary* | *Key Concepts* |
|---|---|
| ❏ identify respond resolution tone<br>❏ composition fluency close reading conjunction<br>❏ context clues theme/point conventions plural prepositional phrase possessive implicit explicit | ❏ Conjunctions, Prepositions, & Interjections<br>❏ Perfect tenses<br>❏ Using underlining, quotation marks, or italics to indicate titles of works |

## Unit 1: Instructional Materials & Resources

| Core Instructional Materials | Supplemental Instructional Materials |
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| -NoRedInk | -Accelerated Reader |

# 5th Grade ELA

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| -CommonLit<br>-Sadlier | -Flocabulary<br>-Newsela |

## Unit 1: Assessments

**Formative assessments:**

**Comprehension Checks, Quick Writes, Reading Responses, Task Cards, Journal Writing, Sadlier Workbook Pages, NoRedInk Skill Building Practice Modules, Class Discussions, Reading Conferences**

**Summative Assessments:**
**Sadlier Vocabulary Unit Test, Published Writing, iReady Diagnostic Reading Test, Spelling Quizzes, Vocabulary Quizzes, AR Quizzes, Exit Tickets, Comprehension Tests, Class Projects**

**Alternative Assessments:**

- Teacher modifies assignments and activities based on student needs.
- Oral assessments administered in place of written when necessary.
- Accommodation and modification ideas may be found here:
  - Modifications & Accommodations Menu
  - *Assessments other than paper & pencil tests See link for more info: http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

## Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.

# 5th Grade ELA

Modifications & Accommodations Menu

## Unit 2

| **Questioning Our World**<br>**Informational Writing**<br>**Speaking and Listening**<br>**Language** | **Pacing:** |
|---|---|
| **Unit Summary:** Students will use inquiry as a focus in reading and produce informational writing pieces. | |
| **Essential Questions:**<br>● **What do I care/wonder about?**<br>● **How does the world work?**<br>● **What is the best way to gather information about the world?**<br>● **What is the best way to showcase what I know?**<br>● **How can I notice that stories are made the way they are on purpose to highlight specific themes?** | **Enduring Understandings:**<br>● Close reading and analysis of texts help us understand deeper meanings, make connections, and form evidence-based conclusions.<br>● Effective communication—whether spoken, written, or digital—requires clarity, structure, and purposeful use of evidence and language.<br>● Language, vocabulary, and structure deepen our ability to express ideas, understand texts, and interact with information across contexts. |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
|---|---|---|

# 5th Grade ELA

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| 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.<br><br>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.<br><br>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.<br><br>RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.<br><br>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.<br><br>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.<br><br>RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the | Reading:<br>● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read<br>● Make personal connections, make connections to other texts, and/or make global connections when relevant<br>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text<br>● Identify the relationships or interactions between people, places and ideas in text<br>● Explain the relationship to analyze the text<br>● Identify the narrator's point of view<br>● Explain how the point of view impacts the events in the text<br>● Discuss the similarities and differences unique to the various perspectives presented in text<br>● Give descriptions about how the information is presented for each perspective<br>● Read texts closely to determine the main ideas and important details<br>● Synthesize information from multiple sources<br>● Use media efficiently to answer questions and to solve problems<br>● Identify the points or claims an author makes in a text<br>● Identify reasons and evidence for those points or claims made<br>● Prove each point with evidence from the text<br>● Explain how an author uses proof to support a point in the text | Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.<br><br>Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.<br><br>Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.<br><br>Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.<br><br>Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.<br><br>Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures. |

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| point of view they represent and how that may influence the reader's interpretation.<br><br>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).<br><br>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).<br><br>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.<br><br>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br><br>A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.<br><br>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | • Find similarities and differences in themes and topics when reading stories of the same genre<br>• Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)<br>• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject<br>• Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year<br>• Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts<br>• Read texts with scaffolding as needed<br>• Identify specific strategies for decoding words in texts<br>• Apply the specific strategies for decoding and spelling multisyllabic words<br>• Use various strategies to understand text and read with purpose<br>• Accurately read grade-level poetry and prose aloud<br>• Use an appropriate rate and expression when reading aloud<br>• Use various strategies to support word recognition and understanding<br>Writing:<br>• Organize ideas using various strategies<br>• Introduce a topic clearly<br>• Compose a clear thesis statement | |

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| C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).<br><br>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br><br>E. Provide a conclusion related to the information of explanation presented.<br><br>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.<br><br>A. Consider audience, purpose, and intent before writing.<br><br>B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.<br><br>C. Consider writing as a process, including self-evaluation, revision and editing.<br><br>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. | • Provide a general observation and focus<br>• Group related information logically<br>• Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate<br>• Purposefully select information to develop the topic<br>• Link ideas within paragraphs and sections of information<br>• Use transitional words, phrases, and clauses<br>• Select specific language and vocabulary to convey ideas and information<br>• Write a conclusion related to the information or explanation<br>• Produce writing that is clear and understandable to the reader<br>• Unpack writing tasks (type of writing assignment)<br>• Unpack writing purpose (the writer's designated reason for writing)<br>• Focus the organization and development of a topic to reflect the task and purpose<br>• Practice revising and editing skills<br>• Change word choice and sentence structure in writing to strengthen the piece<br>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing<br>• Recognize spelling, grammar, and punctuation errors<br>• Employ strategies for correcting errors with assistance | |

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| E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.<br><br>W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.<br><br>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.<br><br>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.<br><br>Speaking and Listening Domain<br><br>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. | • Use digital tools to collaborate on written works<br>• Ask for guidance when appropriate<br>• Use technology for producing and publishing writing, and collaborating with others<br>• Demonstrate keyboarding skills<br>• Research a topic through investigation of the topic<br>• Explore a topic in greater detail by developing a research question that helps bring focus to the topic<br>• Gather information from multiple sources to support a topic<br>• Select relevant information from texts to support main ideas or claims<br>• Group like ideas to organize writing<br>• Locate information from print and digital sources<br>• Integrate information from personal experiences<br>• Include a list of sources used<br>• Take notes on information gathered from the sources to support the topic<br>• Synthesize information to avoid plagiarism<br>• Organize information into categories<br>• Use strategies for reading literary and informational text to investigate topics<br>• Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events<br>• Explain how an author uses proof to support a point in informational text<br>• Prove each point with evidence from the text<br>• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject | |

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| A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.<br>B. Follow agreed-upon rules for discussions and carry out assigned roles.<br>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.<br><br>SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).<br><br>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.<br><br>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | • Produce numerous pieces of writing over various time frames<br>• Develop skills in research<br>• Reflect on the choices made while writing<br>• Reflect on and revise writing<br>• Develop a topic related to the content area they are writing about to reflect task, audience, and purpose<br>Speaking and Listening:<br>• Use previous knowledge to expand discussions about a topic<br>• Engage in conversations about grade-appropriate topics and texts<br>• Participate in a variety of rich, structured conversations<br>• Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer<br>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)<br>• Identify the key points and supporting details of a text presented orally<br>• Summarize a written text read aloud or information presented in multiple formats<br>• Identify main ideas and themes of a presentation<br>• Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes | |

# 5th Grade ELA

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| | Language:<br>● Indicate a title by using the proper punctuation for the text<br>● Explain the different types of punctuation used to indicate title and why<br>● Outline comma rules for setting off introductory words and phrases, the words *yes* and *no,* tag questions, and direct address<br>● Identify introductory words and phrases<br>● Separate an introductory element from the rest of the sentence by using commas<br>● Outline comma rules for setting off the words yes and no, tag questions, and direct address<br>● Apply comma rules to set off the words yes and no in sentences<br>● Apply comma rules to set off a tag question from the rest of the sentence<br>● Apply comma rules to indicate direct address<br>● Indicate a title by using the proper punctuation for the text<br>● Define and identify items in a series<br>● Separate items in a series using appropriate punctuation<br>● Spell grade-appropriate words correctly<br>● Use references as needed to aid in spelling<br>● Decipher the meanings of words and phrases by using sentence context<br>● Determine the meaning of commonly used prefixes and suffixes<br>● Separate a base word from the prefix or suffix<br>● Use the definition of known prefixes and suffixes to define new words | |

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| | • Identify root words in unknown words<br>• Use known root words to aid in defining unknown words<br>• Identify the purpose and use of glossaries and dictionaries<br>• Determine the structure of glossaries and dictionaries<br>• Use both print and digital glossaries and dictionaries to define and clarify words | |

## Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

**9.4.5.CI.1: 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).**
**9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).**
**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.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).**

## Unit 2: Core Unit Content

| *Vocabulary* | *Key Concepts* |
|---|---|
| ❑ support claim evidence abstract<br>❑ concrete | ❑ Using commas to set off the words yes and no and to set off tag questions |

## Unit 2: Instructional Materials & Resources

# 5th Grade ELA

| Core Instructional Materials | Supplemental Instructional Materials |
|---|---|
| -NoRedInk<br>-CommonLit<br>-Sadlier | -Accelerated Reader<br>-Flocabulary<br>-Newsela |

## Unit 2: Assessments

**Formative assessments:**
Written sample
Oral presentation
Anecdotal notes
Student journal
Written samples: opinion, informative
Google Classroom questions
Exit ticketsClass discussions
Writing drafts and conferences
Membean vocabulary quizzes

**Summative Assessments:**

**Alternative Assessments:**

## Unit 2: Accommodations & Modifications

# 5th Grade ELA

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

## Unit 3

| **Looking at Our World**<br>**Opinion Writing**<br>**Speaking and Listening**<br>**Language** | **Pacing:** |
|---|---|
| **Unit Summary:** Students will view literature from the author's point of view, identifying keep characteristics of opinion writing then write their own opinion text. | |
| **Essential Questions:**<br>● How do authors use fictional characters and stories to communicate real-world themes?<br>● How does reading help me understand myself and the world better?<br>● How can I set goals for my own reading life?<br>● How does the author use story structure to convey meaning?<br>● How can persuasive writing be crafted so it motivates and influences readers to react?<br>● How do writers present opinions while providing support in an organized manner? | **Enduring Understandings:**<br>● Deep reading and listening help us understand, analyze, and compare ideas, structures, and perspectives across texts and media.<br>● Writing and speaking for different purposes requires organized thinking, strong evidence, and precise language.<br>● Language has rules and patterns that help us read accurately, understand meaning, and express ideas clearly. |

| **New Jersey Student Learning Standards** | **Student Learning Objectives** | **Practices** |
|---|---|---|

# 5th Grade ELA

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

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

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

Reading:

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader
- Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)
- Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspectiveSynthesize

Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.

Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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| C. Ensure agreement between subject and verb and between pronoun and antecedent.<br>D. Distinguish between frequently confused words.<br>E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.<br>F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.<br>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?).<br>H. Spell grade appropriate words correctly, consulting references as needed.<br><br>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. | information from multiple sources<br>● Use media efficiently to answer questions and to solve problems<br>● Find similarities and differences in themes and topics when reading stories of the same genre<br>● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)<br>● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)<br>● Identify specific strategies for decoding words in texts<br>● Apply the specific strategies for decoding and spelling multisyllabic words<br>● Use various strategies to understand text and read with purpose<br>● Accurately read grade-level poetry and prose aloud<br>● Use an appropriate rate and expression when reading aloud<br>● Use various strategies to support word recognition and understanding<br>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension<br>Writing:<br>● Distinguish fact from opinions<br>● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)<br>● Group supporting details to support the writer's | |

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| B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.<br><br>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.<br>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).<br>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.<br><br>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>A. Interpret figurative language, including similes and metaphors, in context. | purpose<br>• Introduce a topic or text clearly<br>• State an opinion to be supported with evidence<br>• Write a thesis statement to focus the writing<br>• Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose<br>• Logically order reasons that are supported by facts and details<br>• Quote directly from text when appropriate<br>• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)<br>• Provide a conclusion or section related to the opinion presented<br>• Produce writing that is clear and understandable to the reader<br>• Unpack writing tasks (type of writing assignment)<br>• Unpack writing purpose (the writer's designated reason for writing)<br>• Focus the organization and development of a topic to reflect the task and purpose<br>• Practice revising and editing skills<br>• Change word choice and sentence structure in writing to strengthen the piece<br>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing<br>• Recognize spelling, grammar, and punctuation errors<br>• Employ strategies for correcting errors with assistance (conferences, check sheets, peer | |

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| B. Recognize and explain the meaning of common idioms, adages, and proverbs.<br><br>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.<br><br>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.<br><br>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.<br><br>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).<br><br>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. | editing)<br>● Use digital tools to collaborate on written works<br>● Ask for guidance when appropriate<br>● Use technology for producing and publishing writing, and collaborating with others<br>● Demonstrate keyboarding skills<br>● Use strategies for reading literary and informational text to investigate topics<br>● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events<br>● Explain how an author uses proof to support a point in informational text<br>● Prove each point with evidence from the text<br>● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject<br>● Produce numerous pieces of writing over various time frames<br>● Develop skills in research<br>● Reflect on the choices made while writing<br>● Reflect on and revise writing<br>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose<br>Speaking and Listening:<br>● Use previous knowledge to expand discussions about a topic<br>● Engage in conversations about grade-appropriate topics and texts<br>● Participate in a variety of rich, structured conversations | |

# 5th Grade ELA

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| 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.<br><br>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).<br><br>W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br><br>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.<br><br>B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.<br><br>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).<br><br>D. Provide a conclusion related to the opinion presented. | • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer<br>• Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)<br>• Report on a topic or text, telling a story, or recounting an event in an organized, logical manner<br>• Present information orally and in coherent, spoken sentences<br>• Use an appropriate pace when presenting<br>• Present and logically support personal opinions<br>• Speak for a variety of purposes<br>• Distinguish between formal and informal discourse<br>• Adapt speech to a variety of contexts and tasks<br>Language:<br>• Identify conjunctions, prepositions, and interjections in sentences<br>• Explain the purpose of conjunctions, prepositions, and interjections in sentences<br>• Identify the tense of verbs<br>• Identify perfect verb tenses in writing<br>• Conjugate verbs using the perfect verb tenses<br>• Identify the tense of verbs describe time, sequences, states, and conditions in reading<br>• Convey various times, sequences, states, and conditions using verb tenses in writing | |

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| 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.<br><br>A. Consider audience, purpose, and intent before writing.<br><br>B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.<br><br>C. Consider writing as a process, including self-evaluation, revision and editing.<br><br>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.<br><br>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.<br><br>W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.<br><br>W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or | • Identify the tense of verbs<br>• Identify and correct inappropriate shifts in verb tense in writing<br>• Define correlative conjunctions and explain the purpose<br>• Use correlative conjunctions appropriately when writing or speaking<br>• Indicate a title by using the proper punctuation for the text<br>• Explain the different types of punctuation used to indicate title and why<br>• Outline comma rules for setting off introductory words and phrases, the words *yes* and *no,* tag questions, and direct address<br>• Identify introductory words and phrases<br>• Separate an introductory element from the rest of the sentence by using commas<br>• Outline comma rules for setting off the words yes and no, tag questions, and direct address<br>• Apply comma rules to set off the words yes and no in sentences<br>• Apply comma rules to set off a tag question from the rest of the sentence<br>• Apply comma rules to indicate direct address<br>• Indicate a title by using the proper punctuation for the text<br>• Define and identify items in a series<br>• Separate items in a series using appropriate punctuation<br>• Spell grade-appropriate words correctly<br>• Use references as needed to aid in spelling<br>• Decipher the meanings of words and phrases by | |

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| paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.<br><br>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.<br><br>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.<br><br>B. Follow agreed-upon rules for discussions and carry out assigned roles.<br><br>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br><br>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.<br><br>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. | using sentence context<br>● Determine the meaning of commonly used prefixes and suffixes<br>● Separate a base word from the prefix or suffix<br>● Use the definition of known prefixes and suffixes to define new words<br>● Identify root words in unknown words<br>● Use known root words to aid in defining unknown words<br>● Identify the purpose and use of glossaries and dictionaries<br>● Determine the structure of glossaries and dictionaries<br>● Use both print and digital glossaries and dictionaries to define and clarify words<br>● Identify similes and metaphors in text<br>● Infer the meaning of simple similes and metaphors<br>● Identify idioms, adages, and proverbs in text<br>● Explain the meaning of common idioms, adages, and proverbs<br>● Determine synonyms and antonyms of words to show meaning<br>● Identify and explain the difference in meanings in related words, like homographs | |

# 5th Grade ELA

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## Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

**9.4.5.CI.1: 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).**

**9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).**

**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.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6)**

## Unit 3: Core Unit Content

| *Vocabulary* | *Key Concepts* |
|---|---|
| ❏ express predict visualize close reading<br>❏ idiom conjunction conventions<br>❏ alliteration onomatopoeia personification<br>❏ hyperbole simile metaphor literal figurative | ❏ Recognizing and correcting inappropriate shifts in tense<br>❏ Using commas to separate introductory elements from the rest of the sentence<br>❏ Verb tenses to convey various times, sequences, states, & conditions<br>❏ Using correlative conjunctions (e.g. either/or, neither/nor)<br>❏ Using punctuation to separate items in a series |

## Unit 3: Instructional Materials & Resources

| Core Instructional Materials | Supplemental Instructional Materials |
|---|---|
| -NoRedInk | -Accelerated Reader |

# 5th Grade ELA

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|---|---|
| -CommonLit<br>-Sadlier | -Flocabulary<br>-Newsela |

## Unit 3: Assessments

**Formative assessments:**
Written sample
Oral presentation
Anecdotal notes
Student journal
Written samples: opinion, informative
Google Classroom questions
Exit ticketsClass discussions
Writing drafts and conferences
Membean vocabulary quizzes

**Summative Assessments:**

**Alternative Assessments:**

## Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

# 5th Grade ELA

## Unit 4

| **Showing What I Know**<br>**NJSLA Writing**<br>**Speaking and Listening**<br>**Language** | **Pacing:** |
|---|---|
| **Unit Summary:** Students will engage in activities to strengthen practices prior to the NJSLA. | |
| **Essential Questions:**<br>● How do I show what I know?<br>● How do identify keywords in a question?<br>● How do I stay focused on what is important?<br>● How do I check my work? | **Enduring Understandings:**<br>● Readers use evidence, structure, and word meaning to understand, interpret, and compare texts.<br>● Writers communicate ideas effectively by organizing their thinking, using strong evidence, and applying craft techniques. |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
|---|---|---|
| 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. | Reading:<br>● Identify the key details in a text<br>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns<br>● Identify the theme of the text<br>● Determine central message or theme<br>● Summarize the key points of a text<br>● Identify details to support the main idea<br>● Identify at least two main ideas in informational | Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.<br><br>Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. |

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| L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.<br><br>A. Read grade-level text with purpose and understanding.<br><br>B. Read grade-level text orally with accuracy, appropriate rate, and expression.<br><br>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.<br><br>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.<br><br>A. Avoid fragments, run-ons and rambling sentences, and comma splices.<br><br>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.<br><br>C. Ensure agreement between subject and verb and between pronoun and antecedent.<br><br>D. Distinguish between frequently confused words. | texts<br>• Explain how the author supports main ideas in informational text with key details<br>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)<br>• Identify metaphors and similes<br>• Analyze similes and metaphors in text and how it impacts the reader<br>• Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)<br>• Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text<br>• Find the similarities and differences in the structure of two or more texts<br>• Determine the impact of the structure on text meaning<br>• Identify the narrator's point of view<br>• Explain how the point of view impacts the events in the text<br>• Discuss the similarities and differences unique to the various perspectives presented in text<br>• Give descriptions about how the information is presented for each perspective<br>• Identify the points or claims an author makes in a text<br>• Identify reasons and evidence for those points or claims made<br>• Prove each point with evidence from the text<br>• Explain how an author uses proof to support a point in the text | |

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| E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.<br>F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.<br>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?).<br>H. Spell grade appropriate words correctly, consulting references as needed.<br><br>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.<br>B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | • Find similarities and differences in themes and topics when reading stories of the same genre<br>• Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)<br>• Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject<br>• Use various strategies to understand text and read with purpose<br>• Use various strategies to support word recognition and understanding<br>• Reread texts when appropriate to support increased accuracy, fluency, and comprehension<br>Writing:<br>• Produce writing that is clear and understandable to the reader<br>• Unpack writing tasks (type of writing assignment)<br>• Unpack writing purpose (the writer's designated reason for writing)<br>• Focus the organization and development of a topic to reflect the task and purpose<br>• Practice revising and editing skills<br>• Change word choice and sentence structure in writing to strengthen the piece<br>• Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing<br>• Recognize spelling, grammar, and punctuation errors<br>• Employ strategies for correcting errors with | |

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| C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.<br><br>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.<br><br>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br><br>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).<br><br>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.<br><br>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>A. Interpret figurative language, including similes and metaphors, in context.<br><br>B. Recognize and explain the meaning of common idioms, adages, and proverbs. | assistance (conferences, check sheets, peer editing)<br>● Use reading literary and informational text to research and investigate topics<br>● Write a thesis statement<br>● Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events<br>● Explain how an author uses proof to support a point in informational text<br>● Prove each point with evidence from the text<br>● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject<br>Speaking and Listening:<br>● Use previous knowledge to expand discussions about a topic<br>● Engage in conversations about grade-appropriate topics and texts<br>● Participate in a variety of rich, structured conversations<br>● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer<br>● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)<br>● Identify the key points and supporting details of a text presented orally | |

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| C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.<br><br>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.<br><br>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.<br><br>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.<br><br>RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.<br><br>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).<br><br>RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the | • Summarize a written text read aloud or information presented in multiple formats<br>Language:<br>• Define conjunctions, prepositions, and interjections<br>• Identify conjunctions, prepositions, and interjections in sentences<br>• Explain the purpose of conjunctions, prepositions, and interjections in sentences<br>• Identify the tense of verbs<br>• Identify perfect verb tenses in writing<br>• Conjugate verbs using the perfect verb tenses<br>• Define and identify items in a series<br>• Separate items in a series using appropriate punctuation<br>• Spell grade-appropriate words correctly<br>• Use references as needed to aid in spelling<br>• Decipher the meanings of words and phrases by using sentence context<br>• Determine the meaning of commonly used prefixes and suffixes<br>• Separate a base word from the prefix or suffix<br>• Use the definition of known prefixes and suffixes to define new words<br>• Identify root words in unknown words<br>• Use known root words to aid in defining unknown words<br>• Identify similes and metaphors in text<br>• Infer the meaning of simple similes and metaphors<br>• Identify idioms, adages, and proverbs in text<br>• Explain the meaning of common idioms, adages, and proverbs | |

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| 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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).<br><br>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, | • Determine synonyms and antonyms of words to show meaning<br>• Identify and explain the difference in meanings in related words, like homographs<br>• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics<br>• Choose the most accurate word when describing contrast, addition, or other relationships<br>• Choose the most accurate word when discussing a particular topic<br>• Use knowledge of conjunctions to broaden vocabulary | |

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| animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.<br><br>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).<br><br>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.<br><br>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.<br><br>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.<br><br>A. Consider audience, purpose, and intent before writing.<br><br>B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.<br><br>C. Consider writing as a process, including self-evaluation, revision and editing. | | |

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| 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.<br>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style. | | |

## Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

**9.4.5.CI.1: 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).**
**9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).**
**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.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).**

## Unit 4: Core Unit Content

| *Vocabulary* | *Key Concepts* |
|---|---|
| ❑ introduction conclusion develop | ❑ Comma usage<br>❑ Fragments & run-on sentences |

# 5th Grade ELA

| Unit 4: Instructional Materials & Resources | |
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| **Core Instructional Materials**<br><br>-NoRedInk<br>-CommonLit<br>-Sadlier | **Supplemental Instructional Materials**<br><br>-Accelerated Reader<br>-Flocabulary<br>-Newsela |

| Unit 4: Assessments |
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| **Formative assessments:**<br>Written sample<br>Oral presentation<br>Anecdotal notes<br>Student journal<br>Written samples: opinion, informative<br>Google Classroom questions<br>Exit ticketsClass discussions<br>Writing drafts and conferences<br>Membean vocabulary quizzes |
| **Summative Assessments:** |
| **Alternative Assessments:** |

# 5th Grade ELA

| Unit 4: Accommodations & Modifications |
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| Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.<br>Modifications & Accommodations Menu |

## Unit 5

| **Facing Facts**<br>**All Writing**<br>**Speaking and Listening**<br>**Language** | **Pacing:** |
|---|---|
| **Unit Summary:** Students will engage in reading and writing activities that extend on the practices learned throughout the school year. | |
| **Essential Questions:**<br>● How can reading a variety of texts on a single topic / theme deepen my understanding and uncover new perspectives?<br>● How can I build my own theories after reading different perspectives?<br>● How do key ideas and details from text convey information?<br>● How do people deal with facts?<br>● How can I advocate for things that matter to me? | **Enduring Understandings:**<br>● Effective readers and writers analyze, organize, and respond to texts to build and express deep understanding.<br>● Language, structure, and collaboration shape how we understand and communicate ideas across reading, writing, and speaking. |

| New Jersey Student Learning Standards | Student Learning Objectives | Practices |
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# 5th Grade ELA

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| 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.<br><br>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.<br><br>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.<br><br>RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.<br><br>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).<br><br>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, | Reading:<br>● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read<br>● Make personal connections, make connections to other texts, and/or make global connections when relevant<br>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text<br>● Identify the key details in a text<br>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns<br>● Identify the theme of the text<br>● Determine central message or theme<br>● Summarize the key points of a text<br>● Identify details to support the main idea<br>● Identify at least two main ideas in informational texts<br>● Explain how the author supports main ideas in informational text with key details<br>● Examine texts to find similarities and differences, focusing on events, individuals, ideas, and concepts<br>● Refer to specific details in the text when finding the similarities and differences between two or more individuals, settings, ideas, concepts, or events<br>● Identify the relationships or interactions between people, places and ideas in text<br>● Explain the key relationship(s) to analyze the text<br>● Demonstrate the ability to determine the meaning | Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.<br><br>Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.<br><br>Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.<br><br>Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.<br><br>Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.<br><br>Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures. |

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| scientific, or technical text based on specific evidence in the text.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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).<br><br>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 | of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)<br>● Identify metaphors and similes<br>● Analyze similes and metaphors in text and how it impacts the reader<br>● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)<br>● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text<br>● Find the similarities and differences in the structure of two or more texts<br>● Determine the impact of the structure on text meaning<br>● Identify the narrator's point of view<br>● Explain how the point of view impacts the events in the text<br>● Discuss the similarities and differences unique to the various perspectives presented in text<br>● Give descriptions about how the information is presented for each perspective<br>● Read texts closely to determine the main ideas and important details<br>● Synthesize information from multiple sources<br>● Use media efficiently to answer questions and to solve problems<br>● Identify the points or claims an author makes in a text<br>● Identify reasons and evidence for those points or claims made<br>● Prove each point with evidence from the text<br>● Explain how an author uses proof to support a | |

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| explain how the information contributes to an understanding of the text in which it appears.<br><br>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).<br><br>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.<br><br>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.<br><br>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.<br><br>A. Consider audience, purpose, and intent before writing.<br><br>B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.<br><br>C. Consider writing as a process, including self-evaluation, revision and editing. | point in the text<br>● Identify specific strategies for decoding words in texts<br>● Apply the specific strategies for decoding and spelling multisyllabic words<br>● Use various strategies to understand text and read with purpose<br>● Accurately read grade-level poetry and prose aloud<br>● Use an appropriate rate and expression when reading aloud<br>● Use various strategies to support word recognition and understanding<br>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension<br>Writing:<br>● Distinguish fact from opinions<br>● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)<br>● Group supporting details to support the writer's purpose<br>● Introduce a topic or text clearly<br>● State an opinion to be supported with evidence<br>● Write a thesis statement to focus the writing<br>● Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose<br>● Logically order reasons that are supported by facts and details<br>● Quote directly from text when appropriate<br>● Link opinion and reasons using words, phrases, | |

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| 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.<br><br>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.<br><br>W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.<br><br>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.<br><br>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.<br><br>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. | and clauses (e.g., consequently, specifically)<br>• Provide a conclusion or section related to the opinion presented<br>• Organize ideas using various strategies<br>• Introduce a topic clearly<br>• Compose a clear thesis statement<br>• Provide a general observation and focus<br>• Group related information logically<br>• Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate<br>• Purposefully select information to develop the topic<br>• Link ideas within paragraphs and sections of information<br>• Use transitional words, phrases, and clauses<br>• Select specific language and vocabulary to convey ideas and information<br>• Write a conclusion that is related to the information or explanation<br>• Produce writing that is clear and understandable to the reader<br>• Unpack writing tasks (type of writing assignment)<br>• Unpack writing purpose (the writer's designated reason for writing)<br>• Focus the organization and development of a topic to reflect the task and purpose<br>• Practice revising and editing skills<br>• Change word choice and sentence structure in writing to strengthen the piece<br>• Use a variety of graphic organizers (story frames, | |

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| A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.<br>B. Follow agreed-upon rules for discussions and carry out assigned roles.<br>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.<br><br>SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).<br><br>SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.<br><br>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. | story mountains, story maps) to assist with developing a plan for writing<br>● Recognize spelling, grammar, and punctuation errors<br>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)<br>● Use digital tools to collaborate on written works<br>● Ask for guidance when appropriate<br>● Use technology for producing and publishing writing, and collaborating with others<br>● Demonstrate keyboarding skills<br>● Use reading literary and informational text to research and investigate topics<br>● Write a thesis statement<br>● Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events<br>● Produce numerous pieces of writing over various time frames<br>● Develop skills in research<br>● Reflect on the choices made while writing<br>● Reflect on and revise writing<br>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose<br>Speaking and Listening:<br>● Use previous knowledge to expand discussions about a topic<br>● Engage in conversations about grade-appropriate topics and texts<br>● Participate in a variety of rich, structured | |

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| 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.<br><br>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | conversations<br>● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer<br>● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc<br>● Identify the key points and supporting details of a text presented orally<br>● Summarize a written text read aloud or information presented in multiple formats<br>● Determine the speaker's argument and claims<br>● Unpack the arguments and claims<br>● Evaluate whether the speaker's reasoning is rational and legitimate<br>● Evaluate whether there is enough evidence to support the claims<br>Language:<br>● Define conjunctions, prepositions, and interjections<br>● Identify conjunctions, prepositions, and interjections in sentences<br>● Explain the purpose of conjunctions, prepositions, and interjections in sentences<br>● Identify the tense of verbs<br>● Identify perfect verb tenses in writing<br>● Conjugate verbs using the perfect verb tenses<br>● Identify the tense of verbs describe time, sequences, states, and conditions in reading | |

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| | • Convey various times, sequences, states, and conditions using verb tenses in writing<br>• Identify the tense of verbs<br>• Identify and correct inappropriate shifts in verb tense in writing<br>• Define correlative conjunctions and explain the purpose<br>• Use correlative conjunctions appropriately when writing or speaking<br>• Indicate a title by using the proper punctuation for the text<br>• Explain the different types of punctuation used to indicate title and why<br>• Outline comma rules for setting off introductory words and phrases, the words *yes* and *no,* tag questions, and direct address<br>• Identify introductory words and phrases<br>• Separate an introductory element from the rest of the sentence by using commas<br>• Outline comma rules for setting off the words yes and no, tag questions, and direct address<br>• Apply comma rules to set off the words yes and no in sentences<br>• Apply comma rules to set off a tag question from the rest of the sentence<br>• Apply comma rules to indicate direct address<br>• Indicate a title by using the proper punctuation for the text<br>• Define and identify items in a series<br>• Separate items in a series using appropriate punctuation<br>• Spell grade-appropriate words correctly | |

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| | • Use references as needed to aid in spelling<br>• Identify sentences in writing that need revision<br>• Revise writing by expanding, combining, and reducing sentences<br>• Determine similarities and differences in the presentation of English used in stories<br>• Identify similes and metaphors in text<br>• Infer the meaning of simple similes and metaphors<br>• Identify idioms, adages, and proverbs in text<br>• Explain the meaning of common idioms, adages, and proverbs<br>• Determine synonyms and antonyms of words to show meaning<br>• Identify and explain the difference in meanings in related words, like homographs<br>• Use 5th grade vocabulary fluently when discussing academic or domain-specific topics<br>• Choose the most accurate word when describing contrast, addition, or other relationships<br>• Choose the most accurate word when discussing a particular topic<br>• Use knowledge of conjunctions to broaden vocabulary | |

## Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

**9.4.5.CI.1: 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 (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).**

**9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).**

# 5th Grade ELA

**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.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).**

## Unit 5: Core Unit Content

| *Vocabulary* | *Key Concepts* |
|---|---|
| ❏ summarize paraphrase annotate cite<br>❏ citation infer context mood essay<br>❏ voice metacognition persuasive publish<br>❏ restate | ❏ Verb tenses to convey various times, sequences, states, & conditions<br>❏ Using correlative conjunctions (e.g. either/or, neither/nor)<br>❏ Using punctuation to separate items in a series<br>❏ Conjunctions, Prepositions, & Interjections<br>❏ Perfect tenses<br>❏ Using underlining, quotation marks, or italics to indicate titles of works |

## Unit 5: Instructional Materials & Resources

| **Core Instructional Materials** | **Supplemental Instructional Materials** |
|---|---|
| -NoRedInk<br>-CommonLit<br>-Sadlier | -Accelerated Reader<br>-Flocabulary<br>-Newsela |

## Unit 5: Assessments

**Formative assessments:**

# 5th Grade ELA

Written sample
Oral presentation
Anecdotal notes
Student journal
Written samples: opinion, informative
Google Classroom questions
Exit ticketsClass discussions
Writing drafts and conferences
Membean vocabulary quizzes

**Summative Assessments:**

**Alternative Assessments:**

## Unit 5: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu