Harmony Township Elementary School District

Language Arts and Literacy

5th Grade

Special Standards Embedded (Labeled) throughout:
Asian, Pacific, Islander Standards
Amistad Commission
Climate Change Standards
Diversity, Equity and Inclusion

UNITS	PACING GUIDE	SUPPLEMENTAL TRADE BOOKS
Unit 1 Personal Narratives	20 Instructional Days	*Long Walk to Freedom* by Nelson Mandela, *The House Baba Built: An Artist's Childhood in China* by Ed Young, *Long Shot: Never Too Small to Dream Big* by Chris Paul, *Be the Change: A Grandfather Gandhi Story* by Arun Gandhi, *A Doll For Navidades* by Esmeralda Santiago, *Buffalo Bird Girl: A Hidatsa Story Retold* by S. D. Nelson, *Meet Christopher: An Osage Indian Boy from Oklahoma* by Genevieve Simermeyer
Unit 2 Early American Civilizations	20 Instructional Days	*Mansa Musa: Leader of Mali: World Cultures Through Time* (Primary Source Readers) by Lisa Zamosky, *If You Were Me and Lived in... Ancient China: The Han Dynasty - An Introduction to Civilizations Throughout Time* by Carole P. Roman, *Magic Windows/Ventanas mágicas* by Carmen Lomas Garza, *Aztecs, Incas and Mayans Similarities and Differences: Ancient Civilization Book. Fourth Grade Social Studies. Children's Geography and Cultures Books*, *Diego Rivera: His World and Ours* by Duncan Tonatiuh
Unit 3 Poetry	16 Instructional Days	*Hip Hop Speaks to Children: A Celebration of Poetry with a Beat* by Nikki Giovanni, *Wabi Sabi* by Mark Reibstein, *My Chinatown: One Year in Poems* by Kam Mak, *Pablo Neruda: Poet of the People* by Monica Brown, *Ode to an Onion: Pablo Neruda & His Muse* by Alexandria Giardino, *Ohana Means Family* by Ilima Loomis, *Out of Wonder: Poems Celebrating Poets* by Kwame Alexander, *We are Shining* by Gwendolyn Brooks, *Thunder Underground* by Jane Yolen,
Unit 4 *Adventures of Don Quixote*	19 Instructional Days	*Imani's Moon* by Janay Brown-Wood, *Passage to Freedom: The Sugihara Story* by Ken Mochizuki, *Quiet Hero: The Ira Hayes Story Written and illustrated* by S. D. Nelson, *Alma and How She Got Her Name* by Juana Martinez-Neal, *Miguel's Brave Knight: Young Cervantes and His Dream of Don Quixote* by Margarita Engle
Unit 5 The Renaissance	23 Instructional Days	*The Book Itch: Freedom, Truth & Harlem's Greatest Bookstore* by Vaunda Micheaux Nelson, *Drawing From Memory* by Allen Say, *Ada's Violin: The Story of the Recycled Orchestra of Paraguay* by Susan Hood, *Tallchief: America's Prima Ballerina* by Maria Tallchief, *I Am Not a Label: 34 artists, thinkers, athletes and activists with disabilities from past and present* by Cerrie Burnell, *Pippo the Fool (Junior Library Guild Selection)* by Tracey E. Fern, *Marguerite Makes a Book* by Bruce Robertson,
Unit 6 The Reformation	15 Instructional Days	*Words Set Me Free* by Lesa Cline-Ransome, *The Red Piano* by

		Andre LeBlanc, D*igging for Words: José Alberto Gutiérrez and the Library He Built* by Angela Burke Kunkel, *Go Show the World: A Celebration of Indigenous Heroes* by Wab Kinew, *Schomburg: The Man Who Built a Library* by Carole Boston Weatherford, *Johann Gutenberg and the Amazing Printing Press* by Bruce Koscielniak
Unit 7 A Midsummer Night's Dream	15 Instructional Days	*Ira's Shakespeare Dream* by Glenda Armand, *Brave with Beauty: A Story of Afghanistan* by Maxine Rose Schur, *Lin-Manuel Miranda: Award-Winning Musical Writer* by Barbara Kramer, *Pushing up the Sky: Seven Native American Plays for Children* by Joseph Bruchac, *Lives of the Writers: Comedies, Tragedies (and What the Neighbors Thought)* by Kathleen Krull, *Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People* by Will Moses
Unit 8 Native Americans	15 Instructional Days	*Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life* by Ashley Bryan, *The Crane Girl* by Curtis Manley, *Sharuko: Peruvian Archaeologist Julio C. Tello* by Monica Brown, *Hiawatha and the Peacemaker* by Robbie Robertson, *The Legend Of the White Buffalo Woman* by Paul Goble, *The Trail of Tears* by Joseph Bruchac, *The People Shall Continue* by Simon Ortiz, *Crazy Horse's Vision* by Joseph Bruchac, *Shi-shi-etko* by Nicola Campbell, *A Boy Called Slow* by Joseph Bruchac, *The Birchbark House* by Louise Erdrich
Unit 9 Chemical Matter	15 Instructional Days	*I Am the Rain* by John Paterson, *Tracking Tyrannosaurs: Meet T. rex's fascinating family, from tiny terrors to feathered giants* by Christopher Sloan, *Boy, Were We Wrong About Dinosaurs!* by Kathleen V. Kudlinski, *Mario and the Hole in the Sky: How a Chemist Saved Our Planet* by Elizabeth Rusch, *The Ancient Cliff Dwellers of Mesa Verde* by Caroline Arnold, *What's the Matter in Mr. Whiskers' Room?* by Michael Elsohn Ross, *Water Is Water: A Book About the Water Cycle* by Miranda Paul, *Dinosaur Lady: The Daring Discoveries of Mary Anning, the First Paleontologist* by Linda Skeers, *The Fossil Girl: Mary Anning's Dinosaur Discovery* by Catherine Brighton

Student Learning

Instructional Materials And Accommodations

Core:
- Amplify CKLA
- Knowledge/Skills

Supplemental:
- Amplify CKLA Writing Studio
- Read Works
- iReady Reading
- Learning AZ

Modifications and Accommodations:
- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

ELL
- Allowing students to correct errors (looking for understanding)

- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

At Risk
- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Gifted and Talented
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

504

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
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- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
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- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

Unit 1 Overview: Personal Narratives

Unit 1 Summary:
This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback. Students also complete a Beginning-of-Year assessment that measures their preparation for Grade 5 work.

Anchor Texts:
Excerpt from The Prince of Los Cocuyos by Richard Blanco **-*Diversity and Inclusion***
"Hello, My Name Is" by Jennifer Lou **-*Asian/Pacific Islander***
Excerpt from Rosa Parks: My Story by Rosa Parks with Jim Haskins **-*Amistad***
"A Boy Goes to Washington" by Bertie Bowman
"A View of the Earth" by Michael Massimino
Read-Aloud: "When I Was Famous" by Colin Rafferty

Essential Questions:
- What makes an excellent personal narrative?
- What makes a personal narrative different from a fiction narrative?
- How can different points of view affect the way a story is told?
- What can readers learn from someone else's personal narrative?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- RL.5.4, RI.5.1, RI.5.3, RI.5.4, RI.5.5, RI.5.8
- W.5.3 ,W.5.3a, W.5.3b, W.5.3d, W.5.4, W.5.5
- SL.5.1b, SL.5.4, SL.5.5
- L.5.2, L.5.3a, L.5.4a, L.5.5

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science
- 3-5-ETS1-1: People's needs and wants change over time, as do their demands for new and improved technologies

Health/P.E.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- 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.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

Unit 1 Student Learning Objectives
Overall Learning Outcomes

- Identify and begin to successfully use personification in writing
- Identify and begin to successfully use point of view in writing
- Identify and begin to successfully use similes and metaphors in writing
- Utilize "Think as You Read" strategy to deepen understanding of a text
- Writing a personal narrative
- Beginning-of-the-Year Assessment

Unit 1 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments

- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 2 Overview: Early American Civilizations

Unit 2 Summary:

This unit orients students to the geography of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. The unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their project. They study the root word tract and the prefixes ir–, inter–, and il–. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. They also learn about words and phrases that compare and contrast.

Unit 2 Anchor Text:

Early American Civilizations: Maya, Aztec, and Inca

Essential Questions:
- What makes a civilization?
- What features defined the Maya civilization?

- How do the ancient Maya and Aztec civilizations compare and contrast?
- What are the major similarities and differences between the ancient Maya, Aztec, and Inca civilizations?

New Jersey Student Learning Standards

- RL.5.1 RL.5.2 RL.5.9   RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.7   RF.5.3 RF.5.3a
- W.5.2 W.5.2a W.5.2c W.5.5 W.5.8
- SL.5.2
- L.5.1 L.5.2e L.5.4b

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science
- 5-PS2-1: Cause and effect relationships are routinely identified and used to explain change.
- 3-5-ETS1-1: People's needs and wants change over time, as do their demands for new and improved technologies
- 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have

impacted where and how people live and work in different regions of New Jersey and the United States
- 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

Health/P.E.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations

- Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 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.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 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.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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 aiding comprehension.
- Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Spell grade-appropriate words correctly, consulting references as needed
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Unit 2 Student Learning Objectives

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the

basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Develop the topic with facts, definitions, and details.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Use abstract nouns (e.g., *childhood*).
- Produce simple, compound, and complex sentences.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

Unit 2 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReady Diagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 3 Overview: Poetry
-Diversity, Equity, and Inclusion

Unit 3 Summary:

This unit provides the students tools and strategies for approaching poetry, training them in the methods and devices poets use, and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American,Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Throughout the unit, students learn about many of the formal elements of poetry. They also pair that work with writing poetry themselves, which allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others' writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.

Unit 3 Anchor Text:

"To the Snake"

"This Is Just to Say" and from "Variations on a Theme by William Carlos Williams"

"When I Heard the Learn'd Astronomer"

"The Copper Beech" and "My Father and the Figtree"

"Snow Dust"

"#359"

"Advice"

"Traveling"

"One Art"

"Strange Patterns"

"Isla"

"Constantly Risking Absurdity (#15)

I Dream of Peace from Caring Makes a Differnece: Lessons on Friendship, Respect, Tolerance, *-Holocaust*

Essential Questions:
- How do figurative language and literary devices enhance a poem?
- What are some important qualities of a poem?
- How does figurative language differ from literal language?
- What skills or traits does someone need to write poetry?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- RL.5.1, RL.5.2, RL.5.3, RL.5.4   RF.5.3a
- W.5.3b, W.5.3d, W.5.5, W.5.8, W.5.9a

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- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
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Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science
- 5-PS2-1: Cause and effect relationships are routinely identified and used to explain change.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Mathematics
- 5.OA.B.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Performance Expectations
- Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- 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.

- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

Unit 3 Student Learning Objectives

Overall Learning Outcomes

- Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor
- Identify and write in various poetic forms, such as villanelle and list.
- Compare and contrast poems using graphic organizers
- Apply new poetry knowledge to develop the craft of writing poetry

Unit 3 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:

- CKLA Hub
- iReady
- Assessments in Linkit

Unit 4 Overview: Adventures of Don Quixote

Unit 4 Summary:

In this unit students focus on character and plot, as well as on literary elements such as characterization, while reading a full-length, adapted version of Adventures of Don Quixote. They trace the development of plot, characters, and literary elements over the course of the novel, which exposes them to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and episodes such as the one involving windmills. Students write a four-paragraph persuasive essay arguing whether they think Don Quixote's good intentions justify his often calamitous actions; they support their claims with reasons and evidence from the text. They learn how to use commas in a series, and they continue developing subject-verb agreement and using words that compare and contrast. They also learn the suffix –ness and the root word vac.

-Diversity, Equity, and Inclusion

Essential Questions:
- How can people with various personalities work alongside each other to "right the wrongs in the world"?
- What qualities does a chivalrous person have, and how might these qualities help an individual contribute to society?
- How can people with different personalities and goals get along?
- How can people fundamentally change over time?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- RL.5.1, RL.5.2, RL.5.3, RL.5.5   RF.5.3
- W.5.1a, W.5.1b, W.5.1c, W.5.1d, W.5.5, W.5.9b
- L.5.2a, L.5.2e, L.5.4b, L.5.6

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Science
- 5-PS2-1: Cause and effect relationships are routinely identified and used to explain change.
- 5-ETS-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 5-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Health/P.E.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations
- Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
- Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a conclusion related to the opinion presented.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- Use punctuation to separate items in a series.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and

- phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Unit 4 Student Learning Objectives

Overall Learning Outcomes

- Distinguish between fact and opinion
- Demonstrate understanding of pronoun-verb agreement and commas in a series
- Demonstrate understanding of key vocabulary
- ● Construct and share a four paragraph persuasive essay

Unit 4 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub

- iReady
- Assessments in Linkit

Unit 5 Overview: The Renaissance

Unit 5 Summary:
This unit provides a broad exposure to the art and literature of the Renaissance through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare. Students learn that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class, which allowed merchants and businessmen to support artists as their patrons. While studying the Renaissance, students review the past tense of verbs and recognize improper use of verb tenses. They also develop their understanding of prepositional phrases and correlative conjunctions. Students study the root word serv and the prefixes im–, ex–, and in–.

Essential Questions:
- What made the Renaissance such a cultural revolution?
- What is the "spirit of the Renaissance"?
- How did books like The Prince and The Book of the Courtier affect society at the time of their release?
- What was life like for women in the Renaissance?
- How does the Renaissance still affect us today?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- RI.5.1, RI.5.2, RI.5.3, RI.5.8, RI.5.9   RF.5.3a
- W.5.2a, W.5.2b, W.5.2c, W.5.3a, W.5.3d, W.5.5, W.5.7, W.5.8
- SL.5.3 L.5.1
- L.5.1a, L.5.1c, L.5.1d, L.5.1e, L.5.2, L.5.2e, L.5.4b

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science
- 3-5-ETS1-1: People's needs and wants change over time, as do their demands for new and improved

Performance Expectations
- Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- 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.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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 aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 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.
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Unit 5 Student Learning Objectives
Overall Learning Outcomes

- Develop an understanding of reading for purposes such as gist, explanation, details, and inferences
- Write an informational paragraph
- Review note-taking techniques on informational text
- Create a biography about a famous Renaissance artist using at least two sources

Unit 5 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 6 Overview: Reformation

Unit 6 Summary:
This unit teaches students about the Reformation, a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Students learn how Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. They write a friendly letter, and they plan and create a slide presentation. Students practice the suffix –ist and the prefix en–. They also learn interjections and review correlative conjunctions, prepositional phrases, and active and linking verbs.

Essential Questions:
- What made the Renaissance such a cultural revolution?
- What is the "spirit of the Renaissance"?
- How did books like The Prince and The Book of the Courtier affect society at the time of their release?
- What was life like for women in the Renaissance? *-Diversity, Equity, and Inclusion*
- How does the Renaissance still affect us today?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- RL.5.1 RL.5.2 RL.5.3 RL.5.6 RI.5.1 RI.5.2 RI.5.3 RI.5.8
- W.5.2 W.5.2d W.5.4 W.5.5 W.5.10
- SL.5.2 SL.5.4 SL.5.5
- L.5.1a L.5.2e L.5.3 L.5.3a L.5.4 L.5.4b L.5.5

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science
- 3-5-ETS1-1: People's needs and wants change over time, as do their demands for new and improved technologies

Performance Expectations
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Describe how a narrator's or speaker's point of view influences how events are described.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Spell grade-appropriate words correctly, consulting references as needed.

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 6 Student Learning Objectives
Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify interjections, subject-linking verb agreement, prepositions, prepositional phrases, and correlative conjunctions
- Middle-of-the-Year Assessment
- Plan and create a slide presentation and draft a friendly letter considering both audience and purpose
- Mid-Year Assessment

Unit 6 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 7 Overview: Shakespeare's A Midsummer Night's Dream

Unit 7 Summary:

The A Midsummer Night's Dream unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance. Over the course of the Quest students read, write, act, direct, design, and watch scenes from A Midsummer Night's Dream. Students think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character's actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare's brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. This Quest highlights writing and performance activities, asking students to write text-based pieces in which they offer advice to the play's various characters and to memorize and perform a selection of the text.

Essential Questions:
- How did Shakespeare use literary devices to enhance his works?
- How did the ideas of the Renaissance shape Shakespeare's work?
- How does Shakespeare's writing reveal information that he does not state directly?
- What is the difference between a comedy and a tragedy?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- RL.5.2 RL.5.3 RL.5.10 RF.5.4b
- W.5.3 W.5.3b
- SL.5.1 SL.5.1a SL.5.4

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions

Science
- 3-5-ETS1-1: People's needs and wants change over time, as do their demands for new and improved technologies

Health/P.E.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)

Performance Expectations
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- 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.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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.

Unit 7 Student Learning Objectives
Overall Learning Outcomes

Knowledge
- Identify poetic devices such as iambic pentameter and work to understand Shakespearian language
- Dive into, engage with, and make sense of complex text and vocabulary
- Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece
- Complete character analysis from the perspective of each character's actions and desires

Unit 7 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
- Orally administered assessments
- Text to Speech
- Visual Representations
- Graphic organizers
- Visual Representations

Performance Tasks/Use of Technology:
- CKLA Hub
- iReady
- Assessments in Linkit

Unit 8 Overview: Native Americans
-Diversity, Equity, and Inclusion

Unit 8 Summary:

This unit teaches students how Native Americans were intricately and intimately connected to their landscape and explores how the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land. Students write a persuasive essay in which they argue that a chosen image best shows the connection between Native Americans and the land. In this writing, students focus on note-taking, incorporating evidence, and crafting an argument; they also revise, edit, and share their writing. Students continue practicing correct verb tenses and learn transition words that indicate time or a sequence of events. They learn to use formatting to indicate titles, and they work on comma placement in sentences including tag questions, direct address, and similar constructions. They also learn the root word mem, the prefix fore–, and the suffixes –tion and –sion.

Essential Questions:
- What makes Native American cultures unique?
- What can be learned from Native American mythology?
- What impact did the arrival of outsiders—such as explorers, missionaries, settlers, and the U.S. government—have on Native Americans' way of life?
- What were the implications of the Battle of Little Bighorn?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
- RL.5.1 RI.5.1 RI.5.3 RI.5.4 RI.5.6 RI.5.9 RF.5.3
- W.5.1a W.5.1b W.5.1d W.5.3 W.5.3c W.5.5 W.5.8
- L.5.1d L.5.2d L.5.2e L.5.4a L.5.4b

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Science
- 3-ESS2-2: Obtain and combine information to describe climates in different regions of the world. -*Climate Change*
- 3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. -*Climate Change*

Health/P.E.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations
- Quote accurately from a text when explaining what the text says explicitly and when drawing

inferences from the text.

- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- 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.
- Provide logically ordered reasons that are supported by facts and details.
- Provide a concluding statement or section related to the opinion presented.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Recognize and correct inappropriate shifts in verb tense.*
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

Unit 8 Student Learning Objectives
Overall Learning Outcomes

Unit 8 Knowledge:
- Demonstrate understanding of key vocabulary
- Make inferences from informative text
- Identify the main argument and evidence of a persuasive text
- Focus on collecting relevant information and construct a persuasive essay
- Unit Assessment

Unit 8 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
- CKLA End of Unit Assessments

Benchmark Assessments
- CKLA Long Cycle Assessments(BOY, MOY, EOY)
- iReadyDiagnostic
- Oral Reading Fluency
- iReady

Alternative Assessment:
- Portfolio
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- Visual Representations

Performance Tasks/Use of Technology:
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- iReady
- Assessments in Linkit

Unit 9 Overview: Chemical Matter

Unit 9 Summary:
In this unit, students learn chemical content through a fictional work, The Badlands Sleuth, which tells the story of a fossil dig in which a number of fossils go missing and the protagonist, Amy, must use the chemistry she is learning to solve the mystery. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit include appropriate organization of content for a range of purposes, combining informational and literary details, applying recently learned insights to convey information and understanding to others, integrating information from multiple sources to explain concepts and ideas, and revising writing in response to peer feedback. The culminating writing task for this unit asks students to write Amy's next case: another detective story which uses scientific content to solve a mystery. At the conclusion of the unit, students complete an End-of-Year assessment to measure their progress throughout the academic year

Essential Questions:
- How do chemical changes affect your everyday life?
- What does all matter have in common?
- How can chemistry be used to solve problems?
- What are some everyday chemical changes?

New Jersey Student Learning Standards

Anchor Standards and Progress Indicators
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- W.5.1 W.5.2 W.5.2d W.5.3 W.5.4 W.5.5 W.5.8 W.5.9
- SL.5.2 SL.5.4 SL.5.5
- L.5.1b L.5.2b L.5.2c L.5.3 L.5.4b

21st Century Themes:
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
- 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
- 9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology:
- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables Individuals to connect with others worldwide.
- 8.2.2.ITH.3: Identify how technology impacts or improves life.
- 8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
- 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections:
Arts / Music / Visual and Performing Arts
- Anchor Standard 4: Selecting, analyzing, and interpreting work
- Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 7: Perceiving and analyzing products.
- Anchor Standard 9: Applying criteria to evaluate products.

Social Studies
- 6.1.2 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions
- 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

Science
- 3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.
- 5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water.

Health/P.E.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Performance Expectations
- Quote accurately from a text when explaining what the text says explicitly and when drawing

inferences from the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
- Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 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.
- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use a comma to separate an introductory element from the rest of the sentence.Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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, Steve?*).
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

Unit 9 Student Learning Objectives

Overall Learning Outcomes

- This unit introduces the concepts of matter, elements, and compounds.
- Matter can be transformed by physical and chemical changes.
- This text is both informational and literary, and requires the use of prior knowledge of both text types to read, analyze, and integrate the content within.

Unit 9 Assessments

Formative Assessments
- Check for Understanding
- Exit Pass

Summative Assessments
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