

Moonachie School District

English Language Arts Curriculum:

Grade 5

New Jersey Student Learning Standards for English Language Arts

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The following maps outline the Fifth Grade New Jersey Student Learning Standards for English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Reading Literature and Informational Text

End of story tests
End of Unit/Theme Assessments
Running Records
STAR Assessments
Sequencing activities
SAAVAS MyView Benchmark Assessments
End of Book Activities
Exit slips
Blogs/Journal entries
Literary Analysis Tasks
Research Simulated Tasks
Narrative Task
Leveled Libraries

Writing and Language

Journal Entries
Writing Process Pieces
Friendly Letter
Persuasive
Narrative
Expository
Newspaper Article
Written activities
Technology Based Presentations
End of Book Activities/Pamphlets
Literary Analysis Tasks
Research Simulated Tasks

Foundational Skills

Running records
Spelling Tests/Dictations
Sorting activities
Building words
Proofreading Editing
Written activities
Writing samples

Resources:

Graphic Organizers

SMARTBoard

Student Journals

Center Activities

Proofreading chart

SAAVAS MyView materials

[Decodable Texts for Emergent Readers](#)

Sequencing cards

Leveled libraries

Sentence strips

Word rings

Retelling props

Writers checklist

Audio books

Rubrics

References:<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/><http://www.state.nj.us/education/cccs/2016/ela/>NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>**Websites:**www.brainpop.comwww.brainpopjr.comwww.mrnussbaum.comwww.superteacherworksheets.comwww.readwritethink.orgwww.wordle.comwww.adaptedmind.comwww.spellingcity.comwww.edmoto.comwww.rticentral.comwww.readworks.orgwww.puzzlemaker.comwww.manybooks.netwww.smartexhcange.comwww.eduplace.comwww.thinkcentral.comwww.scholastic.comwww.ereadingworksheets.com/www.readingatoz.comwww.commoncoresheets.comwww.learnzillion.com

English Language Arts Practices

Across All Domains & Standards

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

Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

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

Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

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.

Content Area: ELA Reading	Grade Level: Fifth
Getting Ready Unit: Reciprocal Teaching (Best Practice)	Length of time: 6 weeks
Unit Theme: In this unit students will get ready to do reciprocal teaching in small groups of four. They will predict, question and clarify a fiction or nonfiction text. They will share their thoughts and do accountable talk in groups.	
Essential Question: How does reciprocal teaching help us understand text?	
Unit Readings Objectives:	
<ul style="list-style-type: none"> - Generate predictions based off of text and illustrations - Modify predictions after reading - Generate questions to show inquiry and comprehension - Share predictions and questions with peers - Evaluate and analyze shared predictions and questions - Modify predictions and questions 	
Unit Readings Standards:	
<p>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.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

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

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.

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.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).

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

Unit Writing Objectives:

- Write about their predictions before and after reading to show how their thinking changes based on text evidence.
 - Generate and record questions about the text to guide discussion and deepen comprehension.
 - Use evidence from the text or illustrations to support their ideas in writing.
 - Write short responses to explain or clarify confusing parts of a story or article.
 - Share their writing with a partner or group, giving and receiving feedback respectfully.
 - Revise their writing after peer discussions to make their ideas clearer.
- Express opinions in writing, explaining whether they agree or disagree with a partner's idea and why.
- Use complete sentences and transition words (because, for example, then, next) to organize their writing clearly.

Unit Writing Standards:

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.


- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

Content Area: ELA Reading	Grade Level: Fifth
Unit 1: Journeys (SAVVAS: My View Literacy)	Length of time: 6 weeks
Unit Theme: In this unit students will collaborate with others to determine how journeys change us. They will use language to make connections between reading and writing. Students will use elements of narrative writing to write a personal narrative. They will learn about different types of informational text and understand their structures and features.	
Essential Question: How do journeys change us?	
Unit Readings Objectives:	

- Analyze main ideas and details in informational texts through text evidence
- Analyze text features in an informational text to make inferences
- Understand point of view in historical fiction by using text evidence
- Use sound devices and figurative language in poetry to create mental images
- Analyze text structure to confirm or correct predictions in an informational text
- Generate questions for inquiry
- Research a country's language, culture, holidays, food, and other characteristics
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Unit Readings Standards:

- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- 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.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.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.
- SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 
- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.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.

Unit Writing Objectives:

- Develop elements of personal narrative writing
- Develop the structure of personal narrative writing
- Apply writers craft and conventions of language to develop and write personal narrative
- Publish, celebrate and assess personal narrative writing

Unit Writing Standards:

- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.

Content Area: ELA Reading	Grade Level: Fifth
Unit 2: Observations (SAVVAS: My View Literacy)	Length of time: 5 weeks
Unit Theme: In this unit students will collaborate with others to explore how we learn through observations. They will learn about different types of information text and understand their structures and features. Students will use language to make connections between reading and writing informational text. They will use elements of information writing to write an informational article.	
Essential Question: How do we learn through our observations?	
Unit Readings Objectives:	
<ul style="list-style-type: none"> - Evaluate details to help explain authors purpose in an informational text - Monitor comprehension to better analyze text structure in an informational text - Generate questions to help analyze point of view in realistic fiction - Confirm predictions about informational text and explain relationships between ideas - Analyze and synthesize information to compare argumentative text - Generate questions for inquiry - Research articles related to nature and wilderness survival - Engage in productive collaboration - Incorporate media - Celebrate and reflect 	
Unit Readings Standards:	

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

Unit Writing Objectives:

- Develop elements of informational writing
- Develop the structure of informational writing
- Apply writers craft and conventions of language to develop and write informational text
- Publish, celebrate and assess informational writing

Unit Writing Standards:

- W.IW.5.2. 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 aid in 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).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a conclusion related to the information of explanation presented
- 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.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Unit Phonics Objectives:

- Open and Closed Syllables V/CV and VC/V
- Final Stable Syllables -le, -tion, -sion
- r-Controlled Vowels
- Prefixes il-, in-, im-, ir
- Base Words and Endings

Unit Phonics Standards:

- 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.

Content Area: ELA Reading	Grade Level: Fifth
Unit 3: Reflections (SAVVAS: My View Literacy)	Length of time: 5 weeks
Unit Theme: In this unit, students will collaborate with others to explore how the experiences of others reflect our own. Students will learn about different types of fiction and understands their elements. Students will use language to make connections between reading and writing. They will use elements of opinion writing to write an essay.	
Essential Question: How do experiences of others reflect our own?	
Unit Readings Objectives:	
<ul style="list-style-type: none"> - Analyze characters in realistic fiction to make connections - Analyze plot elements to help summarize events in realistic fiction - Explain literary structures in a legend and a drama and synthesize information across text - Use figurative language to visualize images in poetry - Make inferences about multiple themes in realistic fiction and confirm or correct predictions - Generate questions for inquiry - Research the life, education and career of a public figure, a historical figure or someone you know personally - Engage in productive collaboration - Incorporate media - Celebrate and reflect 	
Unit Readings Standards:	
<ul style="list-style-type: none"> - 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). 	


- SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.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.
- 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.
- 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.
- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories,

dramas, or poems.

Unit Writing Objectives:

- Develop elements of opinion essay writing
- Develop structure of opinion essay writing
- Apply writers craft and conventions of language to develop and write opinion essay
- Publish, celebrate and assess opinion essay

Unit Writing Standards:

- W.AW.5.1. 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.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.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.

Unit Phonics Objectives:

- Words with Latin Roots port, dict, ject, terr
- Suffixes -ize, -ance, -ence, -ist
- Unusual Spellings
- Suffixes -ous, -eous, -ious
- Syllable Patterns

Unit Phonics Standards:

- 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.

Content Area: ELA Reading	Grade Level: Fifth
Unit 4: Liberty (SAVVAS: My View Literacy)	Length of time: 5 weeks
Unit Theme: In this unit, students will collaborate with others to determine what it means to be free. They will learn about different types of fiction and understand elements of historical fiction. They will use language to make connections between reading and writing fiction. Students will use elements of science fiction to write a short	

story.

Essential Question: What does it mean to be free?

Unit Readings Objectives:

- Learn more historical fiction by analyzing characters and evaluating details
- Monitor comprehension to understand historical fiction and infer multiple themes
- Interpret text structure in information text to help summarize the text
- Generate questions about and explain relationships between ideas in a biography
- Make inferences to help explain the authors purpose in historical fiction
- Generate questions for inquiry
- Create a survey to research what freedom means to friends, family and others
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Unit Readings Standards:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- 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.

- 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.
- 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.

Unit Writing Objectives:

- Develop literary elements of science fiction writing
- Develop structure of science fiction writing
- Apply writers craft and conventions of language to develop and write science fiction writing
- Publish, celebrate and assess science fiction writing

Unit Writing Standards:

- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.

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

Unit Phonics Objectives:

- Word Parts pro-, com-, con-
- Word Parts anti-, mid-, trans-
- Word Parts sub-, super-
- Word Origins
- Latin Roots audi, rupt, scrib, spec

Unit Phonics Standards:

- 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.

Content Area: ELA Reading	Grade Level: Fifth grade
Unit 5: Systems (SAVVAS: My View Literacy)	Length of time: 6 weeks

Unit Theme: In this unit, students will collaborate with others to explore how elements of systems change. They will know about different types of informational text and understand their structures and features. Students will use language to make connections between reading and writing. They will use elements of poetry to write a poem.

Essential Question: How do elements of systems change?

Unit Readings Objectives:

- Identify main ideas and details to make connections in an informational text
- Interpret text features in an informational text to confirm or correct predictions
- Analyze plot and setting to make inferences in historical fiction
- Compare and contrast different accounts to monitor comprehension of informational text
- Analyze an argumentative text to make connections
- Generate questions for inquiry
- Research ways to help the environment
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Unit Readings Standards:

- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.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.
- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

- RL.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).
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- RI.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.
- SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.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.

Unit Writing Objectives:

- Develop literary elements of poetry writing
- Develop the structure of poetry writing
- Apply writers craft and conventions of language to develop and write poetry
- Publish, celebrate and assess poetry writing

Unit Writing Standards:

- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 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.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Unit Phonics Objectives:

- Consonant Changes
- Syllable Patterns

- Multisyllabic Words
- Schwa
- Vowel Changes

Unit Phonics Standards:

- 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.

INTERDISCIPLINARY CONNECTIONS	
Other Core Content Areas	<p>Math</p> <ul style="list-style-type: none"> - 5.DL.A.1: Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns. - 5.DL.A.2: Develop strategies to collect, organize and represent data of various types and from various sources. Communicate results digitally through a data visual (e.g. chart, storyboard, video presentation). <p>Social Studies</p> <ul style="list-style-type: none"> - 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.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. - 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. - 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. - 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue. - 6.3.5.GeoHE.1: Plan and participate in an advocacy project

	<p>to inform others about the impact of climate change at the local or state level and propose possible solutions.</p> <ul style="list-style-type: none"> - 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions. - 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution. <p>Science</p> <ul style="list-style-type: none"> - 3-5-ETS1-2 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. - 3-5-ETS1-2 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.
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> - 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. - 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. - 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. - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

	<ul style="list-style-type: none"> - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view. - 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance. - 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue. - 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
Computer Science and Design Thinking	<ul style="list-style-type: none"> - 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. - 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. - 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. - 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data. - 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models. - 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task. - 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
Modifications	

Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence Stems Paragraph Frames Bilingual Dictionaries Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling