Wall Township Public Schools	Board Approval Date: 8/20/24
Course Title: Grade 5 English Language Arts	
Course Description: In this course, students will read and analyze engaging and complex texts that support students in building knowledge to become informed readers, capable of recognizing other's perspectives while enriching their own. They will annotate, cite text evidence to support claims, build vocabulary and write short analytical responses based on scaffolded texts. In addition, students will implement the writing process while building knowledge through research to write informational, opinion and narrative essays demonstrating command of the conventions of writing (spelling, grammar, syntax and punctuation).	

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

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

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

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- 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.

Course Sequence & Pacing

Unit Titles	Estimated Number of Instructional Periods
Unit 1: Reading to Overcome Obstacles and Writing an Opinion	30 days
Unit 2: Art in America and Writing to Inform	30 Days
Unit 3: Earth's Water and Writing a Narrative: Legend	30 Days
Unit 4: Survival and Writing to Analyze Literature: Essay	30 Days
Unit 5: Underground Railroad and Writing to Inform: Book Chapter	30 Days
Unit 6: Communication and Writing an Opinion: Speech	30 Days
Unit Assessments	1 day

Unit 1

Sequence & Pacing	
Overcoming Obstacles and Writing an Opinion	**Estimated Number of Instructional Periods**
Reading Unit 1: Overcoming Obstacles	30 days
Lesson 1: This Is So Hard!	6 days
Lesson 2: Finding Myself	6 days
Lesson 3: The New Kid	6 days
Lesson 4: Turn It Around	6 days
Connect It: Finding Confidence	4 days
Unit 1 Assessment	1 day

Writing Lesson 1: Writing an Opinion: Letter to the Editor	14-15 days
Step: 1 Study a Mentor Text	1 day
Step 2: Unpack Your Assignment and Read Source Texts	2 days
Step 3: Find Text Evidence	2 days
Step 4: Organize Your Evidence	2 days
Step 5: Draft Your Letter	2 days
Step 6 & 7: Revise: First Read & Second Read	2 days
Step 8: Edit	1 day
Step 9: Publish and Present	2 days

Desired Results

Unit 1 Title: Overcoming Obstacles and Writing an Opinion

Unit 1 Summary: Students will explore creative problem-solving methods including the quality of empathy through literature experiences with fables, folktales and realistic fiction. They will describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. Students will use the steps for writing and opinion and to inform, which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic.

Learning Standards

NJSLS ELA Grade 5 - 2023

Reading

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.

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.

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 contexts.
B. Recognize and explain the meaning of common idioms, adages, and proverbs.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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 a specific textual evidence (e.g. how characters interact)

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.

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

Writing

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

W.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.

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

RI.CI.5.2: Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.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).

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

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

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.

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

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

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

C. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

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.
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

Science

5-PS3-1.Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun

Social Studies

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good.
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What are some ways people get through difficult situations? What does it mean to fit in? What are some positive ways to handle new situations? How can people solve a problem with a friend or a classmate?	Discussing a problem with someone else to gain another perspective. Thinking about an obstacle in a new, creative way Finding a solution to a challenging problem builds perseverance and confidence.

Vocabulary: (*Contextual*) determination, creativity, confidence, staying calm, listening, stubbornness, humor, unique, prove, convince, slumps, audition, incident (*Academic*) convince, expert, form, issue, provide, suggest

Students will be able to:

- Summarize a story by including key details about characters, settings, and events
- Identify key details, including details related to the main problem and solution
- Note social-emotional strategies that help people overcome obstacles
- Write a summary that includes the most important events (BME)
- Discuss with a partner the importance of details using sentence frames
- Explain in writing how the main character gets through a difficult situation
- Learn the purpose and features of opinion writing

Learning Activities: *Diversity & Inclusion [DEI]*, *Climate Change*)

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)

- Buddy & Independent Reading
- *Discuss how climate change could impact the energy produced from the sun that animals need for survival.*
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities
Summative Assessments: Connect - It Activities, Published Opinion Letter
Common Benchmark Assessments: Unit 1 Assessment, iReady Diagnostic (BOY), Writing Benchmark (Fall)
Alternative Assessments (pg 74a-74b): • Extended Response: Make Connections • Podcast Interview: 5 Years Later • Narrative Writing: Another Obstacle • Research & Write: Overcoming Obstacles

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 5 Textbook
Ready Writing Gr. 5 Textbook
iReady My Path
Magnetic Extended Reading List: Out of My Mind by Sharon Draper**, The Boy at the Back of the Class** By Onjali Rauf

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Sequence & Pacing	
Art in America and Writing to Inform	**Estimated Number of Instructional Periods**
Reading Unit 2: Art in America	30 days
Lesson 5: The Harlem Renaissance	6 days
Lesson 6: The Arts of the People	6 days
Lesson 7: Dust Bowl	6 days
Lesson 8: Public Works of Art	6 days
Connect It: Forgotten Art	4 days
Unit 2 Assessment	1 day

Writing Lesson 2: Writing to Inform: Article	14-15 days
Step: 1 Study a Mentor Text	1 day
Step 2: Unpack Your Assignment and Read Source Texts	2 days
Step 3: Find Text Evidence	2 days
Step 4: Organize Your Evidence	2 days
Step 5: Draft	2 days
Step 6 & 7: Revise: First Read & Second Read	2 days
Step 8: Edit	1 day
Step 9: Publish and Present	2 days

Desired Results

Unit 2 Title: Art in America and Writing To Inform: Article

Unit Summary: Students will explore creative problem-solving methods including the quality of empathy through literature experiences with fables, folktales and realistic fiction. They will describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. Students will use the steps for writing to inform, which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic.

Learning Standards

NJSLS ELA Grade 5 - 2023

Reading

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

RI.CI.5.2: Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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.

W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

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

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

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

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

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

Writing

W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g. *in contrast*, *especially*).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.

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, 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 word, 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.

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

RI.CI.5.2: Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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.AA.5.7: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.CT.5.8: Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

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.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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

C. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

Science

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

Social Studies

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

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.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
Why is the Harlem Renaissance important? Why is it important to share people's stories through the arts? How did people respond to the Dust Bowl?	Reading about writers, musicians, and artists from important moments in American history helps us to understand different cultures and social norms. Reading and discussing informational texts about the significance of sharing and preserving stories and about American history and the supporting artwork from that era is important to our generation. The Dust Bowl had a severe impact on certain regions of the country and helps us to learn about resilience and perseverance.

Vocabulary: (*Contextual*) main idea, key detail, topic, cause, effect, relationship, context clue, part of speech, historical text
(*Academic*) approach, clarify, feature, observation, specific

Students will be able to:

- Determine multiple main ideas in a text and how they are related
- Identify key details by determining the details that support the main ideas and how they're connected
- Understand the importance of the Harlem Renaissance and the art characterized by it
- Learn purpose and features of informational writing
- Identify key features of an informational text
- Analyze a mentor text
- Locate and mark text evidence

Learning Activities & Differentiation: *Diversity & Inclusion [DEI])*

- Explore arts impact in America
- Students will research a WPA artist and write an essay that includes biographical information and information about the artist's work.
- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for all races and cultures when discussing the impact American art produced in the first half of the 20th century.*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities

Summative Assessments: Connect - It Activities, Published Information Article

Common Benchmark Assessments: Unit 2 Assessment

Alternative Assessments:

- Connect It-(p. 150b) Extended Response
- Two-Minute Talk on New Technology
- Presentation of a Prototype, Personal Narrative: Testing Ideas

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 5 Textbook, iReady My Path, Ready Writing Gr. 5 Textbook

Magnetic Extended Reading List: Finding Langston by Lesa Cline-Ransome, **Legacy: Women Poets of the Harlem Renaissance** by Nikki Grimes

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Sequence & Pacing	
Earth's Water/Writing a Narrative: Legend	**Estimated Number of Instructional Periods**
Reading Unit 3: Water and Human Interactions	28 days
Lesson 9: Water and Humans	8 days
Lesson 10: Fresh Water	8 days
Lesson 11: Water Problems and Solutions	8 days
Connect It: Future of Water	8 days
Unit 3 Assessment	1 day

Lesson 3: Writing a Narrative: Legend	14-15 days
Step: 1 Study a Mentor Text	1 day
Step 2: Unpack Your Assignment and Read Source Texts	2 days
Step 3: Find Text Evidence	2 days
Step 4: Organize Your Evidence	2 days
Step 5: Draft	2 days
Step 6 & 7: Revise: First Read & Second Read	2 days
Step 8: Edit	1 day
Step 9: Publish and Present	2 days

Desired Results

Unit 3 Title: Earth's Water and Writing a Narrative: Legend

Unit Summary: Students will explore a variety of texts such as poetry and informational texts that examine the interactions between humans and waters including ways to solve many of the earth's water problems. The texts in this unit will explore water as a powerful life giving force of nature. In writing, students will learn about narrative writing, specifically a legend, and then write their own legend. Students will focus on comparing and contrasting characters in drama and settings.

Learning Standards

NJSLS ELA Grade 5 - 2023

Reading

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 when drawing inferences 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.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.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.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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).

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.

W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections using words, phrases, and clauses (e.g., in contrast, especially)

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

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.

Writing

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

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

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

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose, and subject matter.
C. Consider writing as a process, including self-evaluation, revision, and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5: Establish a central idea about a topic, investigation, 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 word, 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.

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

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.

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

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

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

D. Distinguish between frequently confused words.

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.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

9.1.5.FP.3: Analyze how spending choices and decision making can result in positive or negative consequences

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

Science

5-ESS2-2 Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

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-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

6.1.5.GeoGI.1:Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What do people think and feel about water?	Humanity has a strong connection to water.
What makes fresh water so precious?	Water is precious to all living things.
How can we make sure living things get the clean water they need?	Water can drastically affect peoples' lives.
Why should we learn to write a narrative?	Narrative writing helps students learn how story characters face problems.

Vocabulary: (*Contextual*) figurative language, personification, simile, metaphor, inference, text-structure, problem, solution, compare, contrast (*Academic*) characteristics, determine, establish, solution, technique, unique

Students will be able to:

- Identify figurative language in poetry
- Understand different thoughts and feelings about water expressed in poetry
- Determine the meaning of figurative language such as simile, personification, and metaphors
- Describe in writing the effects water can have on a person's life
- Make inferences
- Use direct quotations from the text to support inferences
- Analyze different text structures and how information is organized
- Compare different text structures and author's reason for choosing each
- Write a persuasive argument about one solution to the clean water problem

Learning Activities: *(Diversity & Inclusion [DEI], Climate Change)*

- Students will write and illustrate a children's book on water
- *Students will create a public service announcement to stress importance on why individuals conserve water*
- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Discuss the impact of climate change on freshwater*
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities
Summative Assessments: Connect - It Activities, Final Narrative Legend Product
Common Benchmark Assessments: Unit 3 Assessment, iReady MOY Diagnostic
Alternative Assessments: • Connect It-(p. 212b) Extended Response - Make Connections • Response to a NASA Interview • Presentation: Meet an Explorer • Exploration Debate • PSA about Exploring • Additional Resources About Exploring Space

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 5 Textbook
Ready Writing Gr. 5 Textbook
iReady My Path
Magnetic Extended Reading List: A Long Walk to Water by Linda Sue Park, **Drowned City: Hurricane Katrina & New Orleans** by Don Brown

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

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Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Course Sequence & Pacing	
Survival and Writing to Analyze: Essay	**Estimated Number of Instructional Periods**
Reading Unit 4: Survival	28 days
Lesson 12: I Will Survive	8 days
Lesson 13: Danger on the Mountain	8 days
Lesson 14: Lost at Sea	8 days
Connect It: Put to the Test	3 days
Unit 4 Assessment	1 day

Lesson 4: Writing to Analyze Literature: Essay	14-15 days
Step: 1 Study a Mentor Text	1 day
Step 2: Unpack Your Assignment and Read Source Texts	2 days
Step 3: Find Text Evidence	2 days
Step 4: Organize Your Evidence	2 days
Step 5: Draft	2 days
Step 6 & 7: Revise: First Read & Second Read	2 days
Step 8: Edit	1 day
Step 9: Publish and Present	2 days

Desired Results

Unit 4 Title: Survival and Writing to Analyze: Essay

Unit Summary: The informational and fictional texts in this unit explore the extreme conditions and situations people are capable of surviving. In writing, students will learn about informational writing, specifically a literary analysis essay and then write their own essays.

Learning Standards

NJSLS ELA Grade 5 - 2023

Reading

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

RI.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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.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.

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.

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.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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.

RL.TS.5.4: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5: Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension.

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.

Writing

W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g. *in contrast*, *especially*).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.

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, 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 word, 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.

RL.CR.5.1: Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2: Determine the theme of a literary text (e.g., stories, plays, or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.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 when drawing inferences 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).

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.
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

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

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

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.

9.1.5.RMI.2: Justify reasons to have insurance.

Computer Science & Design Thinking *(CS & DT 8.1.5…)*:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci*):

Science

3-5-ETS1-2Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Social Studies

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.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What does it take to survive in extreme conditions?	Learning how to prevent and treat hypothermia could save someone's life.
What helps people survive difficult situations?	Learning how to condition oneself to withstand extreme cold could save one's life.
What skills and attitudes are useful in emergencies?	It is important to stay calm and focused when disaster strikes.
	Being prepared can help one in dangerous situations.
	Actions and feelings typically progress quickly during an emergency.

Vocabulary: (*Contextual*) training, life-threatening, frigid, extra layer, treacherous, insulation, ice-cold, preparation, gush, gurgle, slosh
(*Academic*) affect, develop, excerpt, focus, influence, structure

Students will be able to:

- Identify key elements of story structure (setting, plot, characters, conflict)
- Explain how a story's conflict builds in each chapter from rising action to resolution
- Understand and use academic vocabulary
- Identify points of view in a story
- Recognize how an author's POV affects the way in which events are described
- Describe perspectives of two characters related to similar events

- Learn the purpose of writing about literature, learn the features of a literary analysis
- Identify the key features of a literary analysis
- Analyze a mentor text

Learning Activities: *(Diversity & Inclusion [DEI], Climate Change)*

- *Students will research people who have shown compassion for individuals who've survived difficult situations.*
- *Students will research survival stories that directly connect to climate change*
- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts, grammar and spelling activities
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 5 Textbook
Ready Writing Gr. 5 Textbook
iReady My Path
Magnetic Extended Reading List: All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team by Christina Soontornvat, **Heroes of the Surf written** by Elisa Carbone; **The Barren Grounds** by David A. Robertson, **Lost in Outer Space: The Incredible Journey of Apollo 13** by Tod Olson

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities
Summative Assessments: Connect - It Activities, Final Literature Essay Product,
Common Benchmark Assessments: Unit 4 Assessment, NJSLA ELA
Alternative Assessments: • Connect It-(p. 272b) Extended Response: Survival Stories • Research Report: An Extreme Survival Situation • Multimedia Presentation: Survival Technology • Two-Minute Talk: Meet a Real Survivor

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

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Unit 5

Course Sequence & Pacing	
Underground Railroad and Writing to Inform: Book Chapter	**Estimated Number of Instructional Periods**
Unit 5: Underground Railroad	28 days
Lesson 15: Slavery in the United States	8 days
Lesson 16: The Hard Path to Freedom	8 days
Lesson 17: Stories of the Underground Railroad	8 days
Connect It: The Fight for Freedom	3 days
Unit 5 Assessment	1 day

Lesson 5: Writing a book chapter	14-15 days
Step: 1 Study a Mentor Text	1 day
Step 2: Unpack Your Assignment and Read Source Texts	2 days
Step 3: Find Text Evidence	2 days
Step 4: Organize Your Evidence	2 days
Step 5: Draft	2 days
Step 6 & 7: Revise: First Read & Second Read	2 days
Step 8: Edit	1 day
Step 9: Publish and Present	2 days

Desired Results

Unit 5 Title: Underground Railroad and Writing to Inform: Book Chapter

Unit Summary: In this unit, students will read about a painful part of U.S. history. The texts discuss the sensitive topics of enslaved people's struggle for freedom before and during the Civil War and of Black Americans' struggle to achieve equality in the decades after the Civil War ended. Students may find these topics challenging or upsetting to study and discuss.

To support productive conversations:

- Encourage classmates to be empathetic listeners.
- Recognize your students' diverse backgrounds and experiences.
- Understand that students are individuals and that no one person represents an entire racial group.

Learning Standards

NJSLS ELA Grade 5 - 2023

Reading

RI.CR.5.1: Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences 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.PP.55: 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.AA.5.7: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.CT.5.8: Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

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.CT.5.8: Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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

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

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

Writing

W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g. *in contrast*, *especially*).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.

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, 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 word, 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.

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

RI.CI.5.2: Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in 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).

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.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.
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

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

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

L.KL.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

9.1.5.EG.2: Describe how tax monies are spent

Computer Science & Design Thinking ***(****CS & DT 8.1.5…****)*:

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.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

Science

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.

Social Studies

6.1.5.Civic.DP.1:Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion,freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.2: Research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
Why did some Americans oppose Slavery? What can we learn from accounts of people who escaped slavery? What traits helped people on the Underground Railroad?	Many individuals fought slavery in different ways. The Underground Railroad was one of them. There were many efforts to abolish slavery and free those who were enslaved. Multiple revolutionary leaders had an impact on the abolishment of slavery. Those who used and created the underground railroad as a means to escape slavery had many and varied experiences.

Vocabulary: (*Contextual*) nation's founders, rights, trades, enslavers, reason, evidence, example, quote, persisted, racism, forcibly, imposed, forbade, prowled, movement, bondage, maroon communities, dismal, residents, treacherous, appeal, horror, subjected (to), decades, unacceptable
(*Academic*) define, distinguish, example, inference, reliable

Students will be able to:

- Identify and explain the reasons and evidence that support the author's points in a text.
- Determine the author's point of view by identifying revealing word choices.
- Compare firsthand and secondhand accounts of the same topic.
- Explain to a partner how an author's word choice reveals their perspective.
- Describe in writing how multiple accounts on the same topic are similar and different.
- Analyze the elements of a historical fiction story and determine its themes.
- Compare and contrast historical fiction texts about the same topic.
- Use a story map to identify and record story elements and themes.
- Describe in writing how two historical texts are alike and different.
- With a partner, discuss and evaluate the traits of characters in stories
- Use a chart to organize the reasons and evidence an author uses to support an argument, and then discuss ideas with a partner.

Learning Activities: (*Amistad*, *Diversity & Inclusion [DEI]*, *Climate Change*)

- Students will independently research someone that has stood up to diversity and overcame obstacles
- *Share new understanding about the Underground Railroad in small-group discussion*
- *Understand the real-life experiences of people on the Underground Railroad*
- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- *Understand the injustices of slavery and how those opposed to it fought to end it.*
- Buddy & Independent Reading
- *Understand experiences of people on the Underground Railroad.*
- Write to respond to prompts
- Word study to build knowledge with vocabulary

- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Describe in writing how someone or a group of people opposed slavery and explain why their actions are interesting or inspiring.*
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activites
Summative Assessments: Connect - It Activities, Final Informational Writing Product
Common Benchmark Assessments: Unit 5 Assessment
Alternative Assessments: • Connect It-(p. 336b) Extended Response: Make Connections • Two-Minute Presentation on an Activist

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 5 Textbook
Ready Writing Gr. 5 Textbook
iReady My Path
Magnetic Extended Reading List: Before She Was Harriet by Lesa Cline-Ransome**; Ann Fights for Freedom: An Underground Railroad Survival Story** by Nikki Shannon Smith**, Overground Railroad** by Lesa Cline-Ransome**; The Patchwork Path: A Quilt Map to Freedom** by Bettye Stroud**; The Birdman** by Troon Harrison

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback **Specific Strategies and Practices that Support English Language Learners**

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.

Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Course Sequence & Pacing	
Title: Communication and Writing an Opinion: Speech	**Estimated Number of Instructional Periods**
Unit 6: Communication	28 days
Lesson 18: Beyond Spoken Words	8 days
Lesson 19: From Here to There	8 days
Lesson 20: How Do YOU Say It	8 days
Connect It: Messages in Code	3 days
Unit 6 Assessment	1 day

Lesson 6: Writing an Opinion: Speech	14-15 days
Step: 1 Study a Mentor Text	1 day
Step 2: Unpack Your Assignment and Read Source Texts	2 days
Step 3: Find Text Evidence	2 days
Step 4: Organize Your Evidence	2 days
Step 5: Draft	2 days
Step 6: Revise	2 days
Step 8: Edit	1 day
Step 9: Publish and Present	2 days

Desired Results

Unit 6 Title: Communication and Writing an Opinion: Speech

Unit Summary: In this unit, students will explore different forms of communication, including long-distance and nonverbal forms of expression. They will read a fictional story about a deaf girl who feels connected to an isolated whale. Students will read informational texts about ideas and inventions that revolutionized long distance communications. Learners will also read informational texts about regionalisms and how languages evolve in different communities. In writing, students will write an opinion speech. They will learn about opinion writing, specifically a speech, and then write their own opinion speeches.

Learning Standards

NJSLS ELA Grade 5 - 2023

Reading

RL.CR.5.1: Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2: Determine the theme of a literary text (e.g., stories, plays, or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.MF.5.6: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

RI.CI.5.2: Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in 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).

RI.AA.5.7: Explain how an author uses reasons and evidence to support particular points in a text, identifying when reasons and evidence support which point(s).

RI.CT.5.8: Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photographs, photosynthesis).

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.

W.IW.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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.

Writing

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.

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, 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 word, 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.

RI.CR.5.1: Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences 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.AA.5.7: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.AA.57: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.CT.5.8: Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

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.
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

B. Maintain consistency in verb tense; place phrases and clauses; choose between adjective and adverbs.
C. Ensure agreement between subject and verb and between pronoun and antecedent.

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

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

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).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

Science

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
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.

Social Studies

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
Does language unite us or divide us? How have we improved communication over time? How and why do people speak the same language differently?	Communication, the use of different languages, and the importance of communication has evolved over time. Creating a logically organized opinion essay that is supported with facts from multiple texts provides a solid foundation for debating.

Vocabulary: (*Contextual*) driftwood, dunes, signed, beached (whale), signing (hands), rescue group, particularly, margin, gust (river), current, glared, interpreter, hertz, (sound) frequency, ties in, narrator, pod (of whales), hybrid, blue whale, fine whale, unique, furthermore
(*Academic*) credit, debate, logical, research, review

Students will be able to:

- Find information in multiple texts, including visuals and text features, to answer questions.
- Integrate ideas and details from multiple sources on the same topic.
- Understand the types of signals scientists are sending to outer space and the challenges of communicating without a common language.
- Identify relevant details from a text.
- Integrate information from different sources to summarize and compare ideas.
- Understand how geographical location can affect a language.
- Combine facts and details from two texts in a written summary.
- State and defend opinions about the effect of regionalisms on communication during small-group discussion.
- Use text features, including introductions, timeline entries, and sidebars, to answer questions about a text.
- Scan and skim multiple sources to locate information and answer questions.
- Understand the evolution of technology in communication throughout history.
- Use academic terms to identify and describe text features during partner discussion
- Make connections between the visuals and text details of a story.
- Analyze how visual elements add to the important ideas and overall tone of a story.
- Understand the importance of communication and the consequences that occur when it breaks down.
- Explain to a partner the impact of a visual element on the tone of the story.
- State opinions about why people work so hard to communicate.
- Use evidence from two texts to describe in writing how scientists have tried to contact extraterrestrials.
- Respond to multiple-choice questions about two texts on the same topic.
- Learn the purpose of opinion writing
- Learn the key features of opinion writing
- Identify the task, purpose and audience for a writing assignment.
- Identify a system for gathering and organizing evidence from source texts.
- Build knowledge through source texts.
- Interact and collaborate to share information.

Learning Activities: *Asian American & Pacific Islanders, Diversity & Inclusion [DEI])*

- *Research a report that focuses on the impact AAPI language professionals have on the world.*
- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for all races and cultures when discussing ways people get through difficult situations*

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, vocabulary activities
Summative Assessments: Connect - It Activities, Research Report on a AAPI Language Professional
Common Benchmark Assessments: Unit 6 Assessment, iReady EOY, Spring Writing Assessment
Alternative Assessments: • Connect It-(p. 398b) Extended Response: Make Connections • Original Story: Communication Challenge

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 5 Textbook
Ready Writing Gr. 5 Textbook
iReady My Path
Magnetic Extended Reading List: Drawn Together by Minh Lê**; Ada Byron Lovelace and the Thinking Machine** by Laurie Wallmark

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning