

Marking Period 1 (MP1)	ESL Curriculum Pacing Guide Grade 5
MP1 Standards	<p>WIDA <u>English Language Development (ELD) Standards</u> represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>ELD-SI.4-12.Argue Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.4-5.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and summarizing main ideas and key details • Analyzing details and examples for key attributes, qualities, and characteristics • Evaluating the impact of key word choices in a text <p>ELD-LA.4-5.Inform.Expressive Multilingual learners will construct informational texts in language arts that</p>



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	<ul style="list-style-type: none"> • Identifying topic and purpose (<i>argue in favor or against a position, present a balanced interpretation, challenge perspective</i>) • Analyzing relevant information from multiple sources to develop claims in response to compelling questions • Evaluating point of view and credibility of source, based on distinctions between fact and opinion <p>ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that</p> <ul style="list-style-type: none"> • Introduce topic • Select relevant information to support claims with evidence from multiple sources • Establish perspective • Show relationships between claims with reasons and multiple sources of evidence <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. Language Domains: listening, speaking, reading, and writing</p> <hr/> <p>NJSLS-ELA Language Domain Foundational Skills: Reading Language <i>Phonics and Word Recognition</i> 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. <i>Fluency</i> 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. Foundational Skills: Writing <i>Sentence Composition (Grammar, Syntax, and Punctuation)</i></p>



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	<p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <ul style="list-style-type: none"> A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed. <p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <p>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.</p> <ul style="list-style-type: none"> 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. <p>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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. <p>Reading Domain</p>



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	<p>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.</p> <p>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.</p> <p>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.</p> <p>RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader’s interpretation.</p> <p>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).</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>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).</p> <p>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.</p>



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	<p>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.</p> <p>Writing Domain</p> <p>W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. <p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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. E. Provide a conclusion related to the information of explanation presented. <p>W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> • Consider audience, purpose, and intent before writing.



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	<ul style="list-style-type: none"> • Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. • Consider writing as a process, including self-evaluation, revision and editing. • 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. • After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style. <p>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.</p> <p>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.</p> <p>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.</p> <p>Speaking and Listening Domain</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>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.</p> <p>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>



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	<p>NJSLS-Social Studies</p> <p>6.1.5. HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</p> <p>6.1.5. HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time. Interactions of people and events throughout history have shaped the world we experience today.</p> <p>6.1.5. HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.</p> <p>6.1.5. HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</p> <p>6.1.5. HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.</p> <p>6.1.5. HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.</p> <p>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.</p> <p>6.1.5. GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.</p> <p>6.1.5. GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.</p> <p>6.1.5. GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>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).</p> <p>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.</p> <p>6.1.5. CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). In a representative democracy, individuals elect representatives to act on the behalf of the people.</p> <p>6.1.5. CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p> <p>6.1.5. CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5. CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5. CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p>



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	<p>6.1.5. CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5. CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5. CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p>
<p>MP1</p> <p>Topics</p>	<p>The first marking period focuses on learning about the importance of positive community building. Throughout this unit, students will explore ancient Native American civilizations, focusing on their government, social structures, religious beliefs, and community-building practices. Using a project-based learning approach, students will investigate how these civilizations organized and sustained their societies. Students will learn about indigenous people and their interactions with British colonists. Also, they will explore how the British colonies settled in the New World and would eventually demand independence from the British Monarch, resulting in the Revolutionary War. Students will review sections of the Declaration of Independence and the United States Constitution. In addition, students will examine rights and responsibilities of American citizens. As students analyze texts and videos, they will apply comprehension skills to enhance their learning and understanding.</p> <p>Theme: "It takes a village"</p>
<p>MP1</p> <p>Skills/Concepts</p>	<p>The ESL/Social Studies block is designed to reinforce foundational English Language Arts (ELA) skills for ESL learners while using Social Studies content as a context for learning.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we successfully build a positive classroom community? • Who were the Olmec and Mayan? What were their major accomplishments? Where were their civilizations located? • Why did British Colonist settle in the New World? What were their challenges they faced when they came? How did they interact with indigenous people? What conflicts occurred between the Native Indians and the Colonists. • Where were the 13 colonies located? What conflicts did the colonists have with the British Monarch. What was the outcome? • What was the purpose of the Declaration of Independence?



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	<ul style="list-style-type: none"> • What were the major events of the Revolutionary War? What was the outcome of the war? • What is the Constitution? What are the 3 branches of government as described in the Constitution. How does the Bill of Rights protect American Citizens rights? • What is the difference between duties and responsibilities? <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Geographic locations and landforms influenced the development of ancient Native American Communities. • There were problems within the ancient Native American communities, and their reactions to these problems, caused changes within the respective communities. • Communities are unique and each have their own flavor. • All of us are a part of a community, a larger whole-family, neighborhood, church, peer group, school, town, and region – which gives our lives meaning. • Each person contributes to his/her community. • Individuals within a community are dependent upon each other in some respect. • The choices made by individual members of a community can either enrich or weaken the community. • Communities are strengthened when individuals have empathy and tolerance towards one another. <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Social Studies: • Spatial Thinking- Determine locations of places and interpret information available on maps and globes. • Presentational Skills- Share information about a topic in an organized manner speaking clearly and at an appropriate pace. • Morphemes: • Prefix (Con/co/col/com/cor, pre) • Suffix (able/isle, ment) • Latin Roots (cap/cept/ceive/cip/cup, struct/stru, vid/vis, scrib/script) • Greek Roots (logy, graph/gram) • Reading Comprehension: Context Clues, Elements of a story, figurative language, summary, point of view, characterization, theme, symbolism, flashback • Writing: Narrative Task
MP1	Novel: Touching Spirit Bear



<u>Marking Period 1 (MP1)</u>	ESL Curriculum Pacing Guide Grade 5
Core Materials	Social Studies Weekly Read Alouds Mentor Texts



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 5
<p>MP2 Standards</p>	<p><u>WIDA English Language Development (ELD) Standards</u> represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>ELD-SI.4-12.Argue Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.4-5.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and summarizing main ideas and key details • Analyzing details and examples for key attributes, qualities, and characteristics • Evaluating the impact of key word choices in a text



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	<p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <ul style="list-style-type: none"> A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed. <p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <p>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.</p> <ul style="list-style-type: none"> 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. <p>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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.



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	<p>Reading</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.</p> <p>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).</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>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</p> <p>Writing</p> <p>W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> 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.



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 5
	<p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Speaking</p> <p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 5
	<p>SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>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.</p> <p>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.</p> <p>SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation</p> <p><u>Comprehension and Collaboration</u></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.ng & Listening</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><u>Range of Writing</u></p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u></p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 5
	<p><u>NJSLS-Social Studies</u></p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>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).</p> <p>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.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). In a representative democracy, individuals elect representatives to act on the behalf of the people.</p> <p>6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p> <p>6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.</p> <p>6.1.5.CivicsPI.4: Describe the services our government provides the people in the community, state and across the United States.</p> <p>6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.</p> <p>6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.</p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.</p>
<p>MP2</p> <p>Topics</p>	<p>The second marking period focuses on what it means to be free by learning about slavery, the Civil War, and Reconstruction. Students will engage in projects about “freedom” through the exploration of both historical and social contexts, which will allow students to connect their learning to current society. Throughout this unit, students will learn about our Nation’s divided past and its long road to being reunited. While learning the historical content of a Nation divided and reunited, we will also examine the belief structures that existed in both the North and South leading up to the Civil War, during the Civil War and throughout the reconstruction process. The main character in our novels face the question, “what does it meant to be free?” and define their own path to freedom.</p>



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 5
	<p>Theme: "Freedom is a Priceless Gift"</p>
<p>MP2 Skills/Concepts</p>	<p>The ESL/Social Studies block is designed to reinforce foundational English Language Arts (ELA) skills for ESL learners while using Social Studies content as a context for learning.</p> <p>Writing Focus: Literary Analysis Task</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What does freedom mean to me? • How do people help each other gain or protect freedom? • Why is freedom worth risking for? • How do courage and community work together to create change? • How do empathy and understanding help us appreciate freedom? • Who was the earliest known human found in the world? • How might all humans be connected? • How is the term “race” a made-up term used to divide the human race based on skin color? • Why did the forefathers want to change the Articles of Confederation? What was the outcome? • What is the Constitution? • Why is it important to have a constitution? • What are duties? What are responsibilities? _____ • What was the Triangle Slave Trade? • What was the Middle Passage? • Why did people own slaves? _____ • What was the Underground Railroad? • What dangers did slaves face when they escaped?



Marking Period 2 (MP2)	ESL Curriculum Pacing Guide Grade 5
	<ul style="list-style-type: none"> • Who was Harriet Tubman? How did she help escaped slaves on the Underground Railroad reach their freedom? • What were the causes of the Civil War? <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Social Studies: • Spatial Thinking- Determine locations of places and interpret information available on maps and globes. • Presentational Skills- Share information about a topic in an organized manner speaking clearly and at an appropriate pace. • Reading Comprehension: context clues, elements of a story, figurative language, summary, point of view, characterization, theme, author’s craft • Writing: Literary Analysis Task (LAT)
<p>MP2</p> <p>Core Materials</p>	<p>Novel: <u>Freedom Crossing</u></p> <p>Social Studies Weekly Read Alouds</p> <p>Mentor Texts</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 5
<p>MP3 Standards</p>	<p><u>WIDA English Language Development (ELD) Standards</u> represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards:</p> <p>Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.</p> <p>ELD-SI.4-12.Explain Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways <p>ELD-SI.4-12.Argue Multilingual learners will...</p> <ul style="list-style-type: none"> • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence <p>Standard 2: Language for Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p> <p>ELD-LA.4-5.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Identifying and summarizing main ideas and key details • Analyzing details and examples for key attributes, qualities, and characteristics • Evaluating the impact of key word choices in a text



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	<p>ELD-LA.4-5.Inform.Expressive Multilingual learners will construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision and details to define, describe, compare, and classify topic and/or entity • Develop coherence and cohesion throughout text <p>ELD-LA.4-5.Argue.Interpretive Multilingual learners will interpret language arts arguments by</p> <ul style="list-style-type: none"> • Identifying main ideas • Analyzing points of view about the same event or topic • Evaluating how details, reasons, and evidence support particular points in a text <p>ELD-LA.4-5.Argue.Expressive Multilingual learners will construct language arts arguments that</p> <ul style="list-style-type: none"> • Introduce and develop a topic clearly; state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section <p>Standard 5: Language for Social Studies ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> • Determining different opinions in sources for answering compelling and supporting questions about phenomena or events • Analyzing sources for a series of contributing factors or causes • Evaluating disciplinary concepts and ideas that are open to different interpretations <p>ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce phenomena or events • Describe components, order, causes and effects, or cycles using relevant examples and details • Generalize probable causes and effects of developments or events



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 5
	<p>ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by</p> <ul style="list-style-type: none"> • Identifying topic and purpose (<i>argue in favor or against a position, present a balanced interpretation, challenge perspective</i>) • Analyzing relevant information from multiple sources to develop claims in response to compelling questions • Evaluating point of view and credibility of source, based on distinctions between fact and opinion <p>ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that</p> <ul style="list-style-type: none"> • Introduce topic • Select relevant information to support claims with evidence from multiple sources • Establish perspective • Show relationships between claims with reasons and multiple sources of evidence <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies. Language Domains: listening, speaking, reading, and writing</p> <hr/> <p><u>NJSLS for ELA</u> Language Domain Foundational Skills: Reading Language Phonics and Word Recognition 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. Fluency 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 Foundational Skills: Writing</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 5
	<p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <ul style="list-style-type: none"> A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?). H. Spell grade appropriate words correctly, consulting references as needed. <p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> 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. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. <p>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.</p> <ul style="list-style-type: none"> 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. <p>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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.



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 5
	<p>Reading</p> <p>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.</p> <p>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.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>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.</p> <p>RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>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).</p> <p>Writing</p> <p>L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</p> <p>L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>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.</p> <p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>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.</p> <p>Speaking</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 5
	<p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><u>NJSLS-Social Studies</u></p> <p>6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government. •</p> <p>6.1.5.CivicsPI.8: Describe how the United States Constitution defines and limits the power of government.</p> <p>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).</p> <p>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.</p> <p>6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers). In a representative democracy, individuals elect representatives to act on the behalf of the people.</p> <p>6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels. Levels of government (i.e., local, state, and federal) have different powers and responsibilities.</p> <p>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.</p> <p>6.1.4.C.1. Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p> <p>6.1.4.C.2. Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>6.1.4.C.15. Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</p> <p>6.1.4.C.16. Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4.D.2. Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.</p> <p>6.1.4.D.13. Describe how culture is expressed through and influenced by the behavior of people.</p>



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 5
<p>MP3 Topics</p>	<p>The third marking period focuses on the different reasons people decided to move to the United States. Students will explore the idea of multiculturalism and how immigrants helped to shape the history of the United States. In “The Color of My Words,” students will learn about a young girl who yearns to be a writer in the Dominican Republic during a time of extreme oppression and censorship.</p> <p>Students will interact with literature and non-fiction texts to become proficient in the use of comprehension strategies. Through project-based learning, students will investigate the essential questions and enduring understandings. At the end of the unit, students will be able to articulate reasons why it is important for individuals to understand and respect the many cultures represented in the United States.</p> <p>Theme: "Finding Your Way back to Belonging"</p>
<p>MP3 Skills/Concepts</p>	<p>The ESL/Social Studies block is designed to reinforce foundational English Language Arts (ELA) skills for ESL learners while using Social Studies content as a context for learning.</p> <p>Writing Focus: Research Simulation Task (RST)</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • The United States is a nation shaped by immigration, with nearly all Americans being immigrants or descendants of immigrants who have contributed to the country’s growth and identity. • Immigrants come to the U.S. for many reasons-including economic opportunity, political change, and religious freedom-and their journeys are often marked by hardship and perseverance. • Anti-immigrant attitudes and prejudice have created conflict throughout history, demonstrating the need for equal treatment under the law as a core principle of justice. • Individual actions can create chains of positive or negative outcomes, showing how personal choices influence families, communities, and the nation. • Freedom and independence are not guaranteed; they are earned through struggle, responsibility, and the courage to challenge injustice. <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Except for Native Americans, everyone in the United States is either an immigrant or descendant of immigrants.



Marking Period 3 (MP3)	ESL Curriculum Pacing Guide Grade 5
	<ul style="list-style-type: none"> • Immigration has shaped the United States. • Conflicts can arise over the issue of immigration because of anti-immigrant sentiments. • Groups of immigrants came to the United States for a variety of reasons, including changing economic conditions, changing political climates, and religious persecution in their home countries. • Immigrants make contributions to their new home country. • Immigrants face prejudice and hardships. • Why equal treatment under the law is an important principle of justice. • The actions of one person can set in motion a chain of events that can have positive or negative outcomes for themselves and others. • Every era has circumstances and events that challenge the beliefs and values of society and require individuals to make choices and decisions. • Individual groups, and nations have the desire to be independent and want the power to govern their own lives. • Freedom is not free; it is achieved through struggle and carries responsibilities <p><u>Skills:</u></p> <ul style="list-style-type: none"> • Social Studies: • Spatial Thinking- Determine locations of places and interpret information available on maps and globes. • Presentational Skills- Share information about a topic in an organized manner speaking clearly and at an appropriate pace. • Reading Comprehension: context clues, elements of a story, figurative language, summary, point of view, characterization, theme, author’s craft • Writing: Research Simulation Task (RST)
MP3 Core Materials	<p>Novel: <u>The Color of My Words by Lynn Joseph</u></p> <p>Social Studies Weekly Read Alouds</p> <p>Mentor Texts-“The Coolest Music in the World”</p>

