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Created By: English Language Arts Curriculum Team

English Language Arts: Curriculum 5th Grade

Content Area: English Language Arts

<p><u>Unit I:</u> Introduction to Reading Literature & Reading Informational Texts Tiger Rising, by Kate DiCamillo Badlands Sleuth: The Case of the Missing Fossils</p>	<p>September 07, 2025 - November 16, 2025</p> <p style="text-align: center;">45 days</p>
<p><u>Unit II:</u> Investigating Informational Texts Early American Civilizations Astronomy</p>	<p>November 17, 2025 - January 31, 2026</p> <p style="text-align: center;">45 days</p>
<p><u>Unit III:</u> Closely Reading Literary Texts Number the Stars, by Lois Lowry Changemakers in Black History</p>	<p>February 01, 2026 - April 18, 2026</p> <p style="text-align: center;">45 days</p>
<p><u>Unit IV:</u> Exploring More Literature and Informational Texts Protecting Earth's Resources Esperanza Rising, by Pam Munoz Ryan</p>	<p>April 19, 2026 - June 22, 2026</p> <p style="text-align: center;">45 days</p>

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

TEXTS

Tiger Rising, by Kate DiCamillo

Badlands Sleuth: The Case of the Missing Fossils

Early American Civilizations

Astronomy

Number the Stars, by Lois Lowry

Changemakers in Black History

Protecting Earth's Resources

Esperanza Rising, by Pam Munoz Ryan

Introduction / Philosophy

The implementation of a highly successful district-wide English Language Arts program is dependent upon support of the faculty, parents, and school administrators - adults who are active participants in reading and writing who help to foster a learning environment that is supportive of literacy development.

The intent of all curriculum and instructional efforts in the English Language Arts program should be to develop *engaged*, *reflective*, and *strategic* learners who, through real-life situations, utilizing technology, and enjoying learning, can apply their knowledge of the English Language Arts across all content areas.

One major goal of the English Language Arts program is to develop effective writers and speakers. Students who are exposed to superior writing and who listen to informative oral presentations can achieve this goal. To be able to examine writing pieces from a critical stance and to view writing as a craft is a critical perspective for students to acquire. Through guided instruction in the classroom, the teacher facilitates students' abilities to understand and to know how to use written and oral language effectively in order to enhance the communication of their ideas.

Another major goal of our English Language Arts program is for students to learn to read, view, and listen effectively in order to construct meaning. Throughout the program, students are asked to respond not only to questions that ask what they have learned as a result of engaging with learning resources, but also to queries that promote reflection upon what they are thinking as they are interacting with these processes. Through guided instruction, students are asked to "think about their thinking" and construct meaning through various modalities.

The interrelatedness of English Language Arts instruction cannot be over emphasized; reading, writing, speaking, listening, and viewing naturally can reinforce one another. Therefore, successful acquisition of one Language Arts skill supports and enhances other skills. Rich literary experiences, including exposure to fiction and nonfiction, serve as a catalyst for developing listening, speaking, reading, viewing, and writing skills.

Standards / Learning Targets

Focus Standards - Major Standards

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.

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - 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.
- 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.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Reading Domain

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
 - RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
 - 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.
 - 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.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
 - RI.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).
 - 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.
 - 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.
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Writing Domain

- 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.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.

Speaking & Listening Domain

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

Supporting & Additional Standards

Language Domain

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.
 - 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.
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Reading Domain

- 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.
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 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.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.
- 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.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.

Writing Domain

- 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.
 - E. Provide a conclusion related to the information or explanation presented.
- 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.
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Speaking & Listening Domain

- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Interdisciplinary Standards

Social Studies

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Geography, People, and the Environment: Global Interconnections

- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Social Emotional Learning Standards

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes
 Reading/Writing Checklist
 Demonstration of Learning (Exit Slips)

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

<p>Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
Essential Questions	Objectives
Reading (Literature & Informational):	Reading (Literature & Informational):

- How do different types of texts and their characteristics make a text more challenging or easier to read?
 - What strategies does a reader use to engage with, analyze and interpret the text?
 - How do different types of texts and their characteristics make a text more challenging or easier to read?
 - How can a reader refer to the text's evidence to support their conclusions about the information, message or author's perspective?
 - How does a reader's experiences and background knowledge shape influence their understanding of a text?
 - What are different ways a reader can connect to the text?
- Writing
- How can my lead sentence make people want to keep reading?
 - In what order should the events in my story happen?
 - How can I use a story map to help me plan my story?
 - How can I plan the events of my story to show how my character changes?
 - How do I recognize the main idea of a text?
 - How do I find evidence to support the main idea.

Speaking and Listening:

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

- Analyze the elements of a story's structure. Identify a story's point of view and its influence on the description of events.
- Determine the theme of a play by examining details and analyzing the characters' responses to challenges.
- Explain how scenes fit together to create the structure of a plot.
- Compare and contrast characters in a drama, drawing on specific text details.
- Compare and contrast characters, drawing on text details. Determine the meanings of words and phrases, including figurative language and idioms.
- Compare and contrast varieties of English in stories, including formal and informal language.
- Identify a sequence of events in an informational text.
- Recognize an author's use of narrative pacing to maintain readers' interest.
- Identify the effects of rhythm in a text.
- Determine the theme of a story from details in the text.
- Analyze how an author uses dialogue to reveal characters' qualities and to create a realistic story.
- Identify the sequence of events in a story.
- Use narrative techniques and precise details.
- Describe cause-and-effect relationships in text.
- Determine the main idea and supporting details of a text.
- Identify the point of view from which the story is being told.
- Use signal words to identify cause-and-effect connections.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Writing:

- How do audience and purpose affect my writing?
- How do I choose the best sequence of the events in a personal narrative?
- How do I turn prewriting into a draft?
- How can I improve a personal narrative?
- How do good writers express their opinions?
- How does the writer's point of view shape the writer's product?
- How do writers develop a well written product?
- Why does a writer choose a particular form of writing?

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

Writing:

- Use exact words to describe.
- Strengthen writing by revising and editing.
- Identify the characteristics of dialogue.
- Consider audience and purpose when creating dialogue.
- Plan character's feelings and ideas for dialogue.
- Identify the characteristics of a good personal narrative.
- Use thoughts and feelings to express voice.
- Put events in order.
- Include important and interesting details to tell about events.
- Establish a sequence of events while planning a personal narrative.
- Finish drafting and begin to revise a personal narrative.
- Use technology to publish a personal narrative and opinion pieces. identify fact and opinion.
- Write an introduction and conclusion.
- Use linking words (because, therefore, since, for example) to connect their opinion to reasons.

	<ul style="list-style-type: none"> ● Introduce their topic clearly. ● State their opinions supported by facts and details from the text in an organized structure. ● Construct a conclusion. ● Link opinions to reasons using specific signal words (i.e. consequently, specifically, as a result).
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Reading:</p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions ● Reading Response Journals ● Cooperative Learning Groups ● Teacher conferences ● Turn and Talks ● Pair Shares ● Independent reading <p>Writing:</p> <ul style="list-style-type: none"> ● Journals/Writer’s Notebook ● Personal Narrative ● Opinion writing piece ● Routine writing <ul style="list-style-type: none"> ○ Reading response ○ Constructed prose response 	<p>Reading:</p> <p><u>Number the Stars</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p>Writing:</p> <p>The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p>

- Journaling

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals

- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests

- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Unit II: Investigating Informational Texts!

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Foundational Skills: Reading Language

Fluency

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - D. Read grade-level text with purpose and understanding.
 - E. Read grade-level text orally with accuracy, appropriate rate, and expression.
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Reading Domain

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text in which it appears.

Writing Domain

- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - F. 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.
 - G. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - H. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - I. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - J. Provide a conclusion related to the information or explanation presented.
 - 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.
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Speaking & Listening Domain

- 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.
- 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.

- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Supporting & Additional Standards

Language Domain

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)

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - I. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - J. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - K. Ensure agreement between subject and verb and between pronoun and antecedent.
 - L. Distinguish between frequently confused words.
 - M. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - N. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - O. 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?).
 - P. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - E. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - F. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 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.
 - D. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

- E. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - F. 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.
 - D. Interpret figurative language, including similes and metaphors, in context.
 - E. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - F. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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Reading Domain

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
 - RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
 - 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.
 - 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.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).
 - RIAA.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).
 - 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.
 - 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.
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Writing Domain

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - E. 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.
 - F. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - G. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - H. Provide a conclusion related to the opinion presented.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - F. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - G. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - H. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - I. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - J. 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.
 - F. Consider audience, purpose, and intent before writing.
 - G. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - H. Consider writing as a process, including self-evaluation, revision and editing.
 - I. 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.
 - J. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Speaking & Listening Domain

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

Interdisciplinary Standards

Social Studies

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Geography, People, and the Environment: Global Interconnections

- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps
Response Logs
Reading Response

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p>Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p>Essential Questions</p> <p>Reading (Informational):</p> <ul style="list-style-type: none"> ● What strategies does a reader use to engage with, analyze and interpret the text? ● How can a reader refer to the text’s evidence to support their 	<p>Objectives</p> <p>Reading (Informational):</p> <ul style="list-style-type: none"> ● Identify cause and effect relationships in informational text. ● Identify the effect of quotations and descriptions in

conclusions about the information, message or author's perspective?

- How do different types of texts and their characteristic make a text more challenging or easier to read?
- What are different ways a reader can connect to the text?
- How do I organize my research report?
- How do I plan a research report with headings?

Speaking and Listening:

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?

informational text.

- Compare and contrast characters, drawing on specific text details
- Examine the effect of the author's word choice.
- Identify and analyze reasons and other text evidence that support the author's purpose.
- Explain the relationships between ideas in a scientific text.
- Determine the meanings of and use domain-specific words.
- Draw conclusions and make generalizations about characters and events in a story.
- Analyze characterization in a story.
- Determine author's point of view.
- Determine the main ideas and explain how they are supported by details.
- Acquire and use domain-specific words.
- Prewrite, draft, and revise a procedural composition.
- Describe a process, or a series of events or steps.
- Develop the topic with facts, definitions, details, quotations, or other information.
- **Speaking and Listening:**
- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

	<p>Writing:</p> <ul style="list-style-type: none"> ● Write an informative piece with a clear introduction and conclusion. ● Group related information together. ● Use linking words (also, another, and, more, but) to connect ideas within categories. ● Decide if illustrations would aid comprehension. ● Develop a way to present their ideas using facts, definitions and details. ● Write a compare-contrast essay. ● Use details and quotations to develop a comparison. ● Write a cause-effect essay. ● Use specific facts and other details to develop the topic. ● Plan a research report. ● Practice organizational skills related to writing a research report. ● Use print and digital sources to gather information. ● Draft, revise, and edit a research report. ● Publish final drafts
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Reading:</p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions 	<p>Reading:</p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p>

- Reading Response Journals
- Cooperative Learning Groups
- Teacher conferences
- Turn and Talks
- Pair Shares
- Independent reading

Writing:

- Journals/Writer’s Notebook
- Explanatory writing
- Research writing
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

www.epicbooks.com
www.readinga-z.com
www.connected.mcgraw-hill.com

Writing:

The Writing Strategies Book, Jennifer Serravallo
www.connected.mcgraw-hill.com

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities

- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write

- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.

- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!

- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Unit III: Closely Reading Literary Texts!

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

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

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - Q. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - R. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - S. Ensure agreement between subject and verb and between pronoun and antecedent.
 - T. Distinguish between frequently confused words.
 - U. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - V. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - W. 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?).
 - X. Spell grade appropriate words correctly, consulting references as needed.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Reading Domain

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

Writing Domain

- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - K. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - L. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the

responses of characters to situations.

M. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

N. Use concrete words and phrases and sensory details to convey experiences and events precisely.

O. 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.

K. Consider audience, purpose, and intent before writing.

L. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

M. Consider writing as a process, including self-evaluation, revision and editing.

N. 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.

O. 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.

Speaking & Listening Domain

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

discussions.

Supporting & Additional Standards

Language Domain

- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - G. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - H. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - I. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 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.
 - G. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - H. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - I. 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.

Reading Domain

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

- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
 - RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
 - 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.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.
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Writing Domain

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - I. 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.
 - J. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - K. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - L. Provide a conclusion related to the opinion presented.
 - W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - K. 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.
 - L. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - M. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - N. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - O. Provide a conclusion related to the information or explanation presented.
-

Speaking & Listening Domain

- 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.
- 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.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Interdisciplinary Standards

Social Studies

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Geography, People, and the Environment: Global Interconnections

- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

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

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Evidence of Student Learning

Formative Assessments

Participation/Observations
 Questioning
 Running Records
 Discussion Circles
 Turn and Talks
 Anecdotal Notes
 Reading/Writing Checklist
 Demonstration of Learning (Exit Slips)
 Graphic Organizers/Thinking Maps

Alternate Assessments

Teacher-created project-based assessment
 Alternate Running Records
 Discussion Circles
 Turn and Talks

<p>Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p>Essential Questions</p> <p>Reading (Literature):</p> <ul style="list-style-type: none"> • How do characters affect the plot of a story? 	<p>Objectives</p> <p>Reading (Literature & Informational):</p>

- How might people change after facing a challenge?
- How do readers walk in other character's shoes?
- How do readers build theories about characters?
- How do readers grow and learn lessons alongside the characters in the books they read?
- How do different types of texts and their characteristics make a text more challenging or easier to read?
- What strategies does a reader use to engage with, analyze and interpret the text?
- How can a reader refer to the text's evidence to support their conclusions about the information, message or author's perspective?
- What are different ways a reader can connect to the text?

Speaking and Listening:

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How does the structure of a narrative text differs from other forms of writing?
- Why are of events presented important?
- How are dialogue and actions used to develop a character?
- Why is closure an important component to narrative writing?

- Use details about setting, plot events, and character to determine the author's purpose in a work of realistic fiction.
- Identify elements that contribute to the voice used in a work of realistic fiction.
- Analyze how visual elements contribute to meaning and tone in a work of realistic fiction.
- Analyze and explain how elements of a story fit together to create its structure.
- Identify onomatopoeia and its effect on the text.
- Explain the influence of point of view on a text's events and characters.
- Analyze fact and opinion in a text.
- Determine two or more main ideas and explain how they are supported by details.
- Analyze pacing in a narrative.
- Identify author's purpose for writing.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

<p>Holocaust Unit of Study</p> <ul style="list-style-type: none"> ● Lois Lowry's <i>Number the Stars</i> <ul style="list-style-type: none"> ○ Unit of Study 	<p>Writing:</p> <ul style="list-style-type: none"> ● introduce a new character or situation either real or imaginary. ● Develop a story following a logical sequence. ● Use narrative techniques such as dialogue, pacing, description. ● Utilize concrete words, phrases, and sensory details to enhance the narrative. ● Provide a conclusion that summarizes the written narrative. ● Write realistic and imaginary stories.
<p>Instructional Plan</p>	
<p>Suggested Activities/Routines</p>	<p>Resources</p>
<p>Reading:</p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions ● Reading Response Journals ● Cooperative Learning Groups ● Teacher conferences ● Turn and Talks ● Pair Shares ● Independent reading <p>Writing:</p>	<p>Reading:</p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p>Writing:</p> <p>The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p>

- Journals/Writer's Notebook
- Literary Essay
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities

- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs

- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
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- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards

- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
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- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - J. Interpret figurative language, including similes and metaphors, in context.
 - K. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - L. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
-

Reading Domain

- 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.
 - RIAA.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).
 - 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.
 - 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.
-

Writing Domain

- 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.

Speaking & Listening Domain

- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.
- SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Supporting & Additional Standards

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

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - Y. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - Z. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - AA. Ensure agreement between subject and verb and between pronoun and antecedent.
 - BB. Distinguish between frequently confused words.
 - CC. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - DD. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - EE. 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?*).
 - FF. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - J. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - K. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - L. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 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.
 - J. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - K. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - L. 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.

Reading Domain

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

- RL.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.
- 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.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RI.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.
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 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.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.
- 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.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.

Writing Domain

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - M. 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.
 - N. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

- O. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - P. Provide a conclusion related to the opinion presented.
 - W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - P. 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.
 - Q. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - R. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - S. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - T. Provide a conclusion related to the information or explanation presented.
 - W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - P. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Q. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - R. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - S. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - T. 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.
 - P. Consider audience, purpose, and intent before writing.
 - Q. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - R. Consider writing as a process, including self-evaluation, revision and editing.
 - S. 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.
 - T. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
-

Speaking & Listening Domain

- 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.
 - M. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - N. Follow agreed-upon rules for discussions and carry out assigned roles.
 - O. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - P. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Interdisciplinary Standards

Social Studies

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Geography, People, and the Environment: Global Interconnections

- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

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Knowledge and Skills	
Content	Skills
Essential Questions	Objectives
Reading (Literature & Informational):	Reading (Literature & Informational):

- How do readers construct meaning from text?
- What are the parts of a story?
- What clues in the story tell you about the characters?
- How does my speed, accuracy and expression help me understand what I read?
- How do I recognize the main idea of a text?
- How do I find evidence to support the main idea.

Speaking and Listening:

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?

Change Makers in Black History - The Amistad Case

- [Unit of Study](#)

- Identify elements of the story's structure.
- Describe how characters' actions contribute to a story's sequence of events.
- Explain how aspects of a text's illustrations help create mood.
- Use explicit text details to draw conclusions.
- Explain how an author's choice of words affects the text.
- Describe characters and explain how their actions contribute to the sequence of events.
- Determine the message of a story and explain how the details convey the message.
- Compare and contrast the main characters in a story.
- Describe cause-and-effect relationships in text.
- Determine the main idea and supporting details of a text.
- Identify the point of view from which the story is being told.
- Use signal words to identify cause-and-effect connections.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

	<p>Writing:</p> <ul style="list-style-type: none"> ● introduce characters and/or narrator and engage them in actions and conversation through the use of dialogue. ● show characters' responses to situations through description of actions and dialogue. ● organize events in a natural sequence. ● use temporal (time order) words and phrases to signal event order (first, next, then, later). ● create a satisfying conclusion that pulls events in the story together. ● write realistic and imaginary stories. ● write an informative piece with a clear introduction and conclusion. ● group related information together. ● use linking words (also, another, and, more, but) to connect ideas within categories. ● decide if illustrations would aid comprehension. ● develop a way to present their ideas using facts, definitions and details
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Reading:</p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions 	<p>Reading:</p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p>

- Reading Response Journals
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www.epicbooks.com
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Teacher Notes: