



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 5

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 5

Department: English

Board Approval	Supervisor	Notes
July 2014	Eleanor Hughes	Born Date
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2026	Michelle Shappirio	Alignment to standards & Revision

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Week	Marking Period 1	Week	Marking Period 3
1	Novel: <i>Wonder</i> by R.J. Palacio	21	Unit 3: Week 6 Extend, Connect, and Assess
2	Novel: <i>Wonder</i> by R.J. Palacio	22	Novel
3	Novel: <i>Wonder</i> by R.J. Palacio	23	Novel
4	Novel: <i>Wonder</i> by R.J. Palacio	24	Novel
5	Novel: <i>Wonder</i> by R.J. Palacio Narrative Writing	25	Novel Expository Writing
6	Novel: <i>Wonder</i> Narrative Writing	26	Novel Expository Writing
7	Unit 1: Weeks 3 & 4 Realistic Fiction	27	Unit 4: Weeks 1 & 2 Biography
8	Unit 1: Weeks 3 & 4 Realistic Fiction	28	Unit 4: Weeks 1 & 2 Biography
9	Unit 1: Weeks 1 & 2 Narrative Nonfiction	29	Unit 4: Weeks 3 & 4 Drama
10	Unit 1: Weeks 1 & 2 Narrative Nonfiction	30	Unit 4: Weeks 3 & 4 Drama
Week	Marking Period 2	Week	Marking Period 4
11	Unit 1: Week 6 Extend, Connect, and Assess	31	Unit 4: Week 6 Extend, Connect, and Assess
12	Unit 2: Weeks 3 & 4	32	Poetry Unit 2: Week 5



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	Folktale		Poetry Unit 4: Week 5 Poetry Unit 6: Week 5
13	Unit 2: Weeks 3 & 4 Folktale	33	Poetry Unit 2: Week 5 Poetry Unit 4: Week 5 Poetry Unit 6: Week 5
14	Unit 2: Week 6 Extend, Connect, and Assess	34	Poetry Unit 2: Week 5 Poetry Unit 4: Week 5 Poetry Unit 6: Week 5
15	DBQ-Plastic Water Bottles Argumentative/Opinion	35	Holocaust Novel
16	DBQ-Plastic Water Bottles Argumentative/Opinion	36	Holocaust Novel
17	Unit 3: Weeks 1 & 2 Realistic Fiction	37	Holocaust Novel
18	Unit 3: Weeks 1 & 2 Realistic Fiction	38	Unit 5: Weeks 3 + 4 Historical Fiction
19	Unit 3: Weeks 3 & 4 Informational Text: Expository	39	Unit 5: Weeks 3 + 4 Historical Fiction
20	Unit 3: Weeks 3 & 4 Informational Text: Expository	40	Unit 5: Week 5 Argumentative Text

Climate Change

- Unit 1 Weeks 1 & 2: How can experiencing nature change the way you think about it?
- Unit 5 Week 5: How do natural events and human activities affect the environment?

Diversity, Equity, & Inclusion

- Unit 3 Weeks 1 + 2: What can learning about different cultures teach us?
- Unit 4 Weeks 1+ 2: What can people do to bring about a positive change?

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COURSE: ELA Grade 5

Cursive Handwriting Instruction (P.L. 2025, c.284)

- Weeks 1-10- Letters i, t, e, l, o, a, c, d, n, m, u, w, b, f, h, k, and connectives
- Weeks 11-20- Letters j, p, r, s, y, z, v, x, A, O, C, e, L, D, B, R, T, F, and size and shape
- Weeks 21-30- Letters S, G, I, J, N, M, H, K, P, Q, V, U, W, X, Y, Z, and spacing letters and words
- Weeks 31-40- Transition to Two Lines, Practice with small letters, and practice with tall letters

Core Instructional & Supplemental Materials including various levels of Texts

- *Wonders* Reading/Writing Companion
- *Wonders* Literature Anthology
- *Wonders* ConnectEd Online Platform
- *Wonders* Leveled Readers (Approaching, On, English Learner, & Beyond Levels)
- *Wonders* Practice Book Blackline Masters
- *Wonders* Visual Vocabulary Cards
- *Wonders* Leveled Workstation Activity Cards
- *Wonders* Retelling Cards
- *Wonders* Sound-Spelling Cards
- *Wonders* High-Frequency Word Cards
- *Wonders* Photo Cards
- *Wonders* Differentiated Genre Passages
- ReadWorks.org
- *WonderWorks* Intervention
- Leveled Literacy Intervention (LLI)
- *Orton-Gillingham* Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards)
- IXL online subscription
- A variety of trade books related to the essential question
- Choice of novels (*Wonder* and a Holocaust novel is required), *Because of Winn-Dixie*, *I Survived the American Revolution*, *Jacob's Rescue*, *Love That Dog*, *Sadako and the Thousand Paper Cranes*, *The City of Ember*, *The Diamond of Darkhold*, *The Great Gilly Hopkins*, *The Lion, the Witch, and the Wardrobe*, *The People of Sparks*, *The Witches*, *What Was the Boston Tea Party?*, *Number the Stars*

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Time Frame	6 weeks
Topic	
Novel Study: Wonder by R.J. Palacio Writing: Narrative	
Alignment to Standards	
English Language Arts Foundational Skills: Reading Language: Phonics and Word Recognition ● L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Fluency ● L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. ○ A. Read grade-level text with purpose and understanding. ○ B. Read grade-level text orally with accuracy, appropriate rate, and expression. ○ C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Foundational Skills: Writing Language: Sentence Composition (Grammar, Syntax, and Punctuation) ● 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.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

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COURSE: ELA Grade 5

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 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.
 - 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:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry)

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COURSE: ELA, Grade 5

explain how it is supported by key details; summarize the text.

- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
- RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.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).

Writing:

- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing

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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.

Speaking and Listening:

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

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- read grade-level text aloud with accuracy, appropriate rate, and expression
- use decoding strategies and context clues to determine unknown words
- improve fluency through repeated reading and modeled reading
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.

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COURSE: ELA Grade 5

- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Multisyllabic Word Strategy-Decoding Strategy Chart
 - 6 Syllable Types
- Reading Every Day
 - Fluency-Establish Yearly Goals: Rate, Accuracy, Expression
 - Independent Reading-Daily Sustained Silent Reading

Foundational Skills: Writing Language

Students will

- use correct capitalization, punctuation, and spelling
- write complete sentences with correct grammar
- use dialogue to punctuation correctly in narrative writing
- decipher the meanings of words and phrases by using sentence context.
- use grade-appropriate vocabulary and precise language in responses
- use both print and digital glossaries and dictionaries to define and clarify words.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.

Foundational Skills: Writing Language

- Introduce and practice Vocabulary Routine: Define/Example/Ask
- Review Vocabulary Strategies
 - Context Clues
 - Synonyms and Antonyms
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology

Reading Literature

Students will

- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- quote accurately to support inferences
- identify theme(s) and explain how they develop across the story

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- describe how characters change throughout the novel
- explain how point of view impacts the story
- compare and contrast characters
- summarize chapters using key details
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the central message or theme.
- summarize the key points of a text.
- identify details to support the main idea.
- discuss the similarities and differences unique to various perspectives presented in text.
- identify reason and evidence for those points or claims made.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge).
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events.
- explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text.
- read and understand a wide range of informational and literary texts within grade text level efficiently by the end of the school year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Literature

- Introduce Close Reading Routine: Read, Reread, Integrate
- Comprehension: Theme, Author's Point of View
- Character Analysis
- Cite text evidence

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- Identify characteristics of different genres: realistic fiction, narrative
- Realistic Fiction:
- Literature: Text Structure
 - Sequence
 - Cause and Effect
 - Compare and Contrast
 - Problem and Solution

Writing

Students will

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- introduce a narrator, characters, and setting clearly
- organize events in logical sequence with a beginning, middle, and end
- use dialogue and description to develop characters and events
- include sensory details and vivid language
- use transition words and phrases
- show characters' thoughts, feelings, and reactions
- develop a clear conflict and resolution
- use precise words and varied sentence structure
- revise and edit for grammar, spelling, punctuation, and clarity

Writing

- Writing to Sources-Write About the Text
 - Analyze the Prompt
 - Analyze Text Evidence
 - Analyze the Model
 - Thesis Statement
 - Reasons and Evidence
 - Word Choice
 - Share the Prompt
- Narrative Writing

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.

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- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).

Speaking and Listening

- Build Background-Introduce and discuss the topic.
- Generate words and phrases related to the weekly concept using a graphic organizer.
- Review the Speaking and Listening Checklist.

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals
- Character Analysis

Summative:

- Wonder Assessment
- Wonder Response to Reading Assessment
- Narrative Writing

Benchmark:

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- IXL Level Up Benchmark

Alternative:

- Research and Inquiry Projects

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Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

- CRP1. Students will act as a responsible and contributing citizen and employee when reading *Wonder* and demonstrating respect for others.

Technology Integration

- Students will understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media when accessing Google Classroom, participating in class discussions using the Internet, and when researching topics using a variety of sources.
- **9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)**

Career Education

Time Frame	5 weeks
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Topic

Unit 1
Realistic Fiction
Narrative Nonfiction
How do we get the things we need?
How can experiencing nature change the way you think about it?
Extend, Connect, and Assess

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:
Phonics and Word Recognition

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- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language:

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.

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- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - 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.

Reading:

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

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technical text based on specific evidence in the text.

- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 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.
- 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 the same or similar topics.



Writing:

- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide 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).

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- o D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 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.
 - o A. Consider audience, purpose, and intent before writing.
 - o B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o 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.
 - o E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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DEPARTMENT: English

COURSE: ELA, Grade 5

- o D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study: short vowels, long vowels, words with /u /, /u /, and /ü/, r -controlled vowels /är/, /âr/, /ôr/, and r -controlled vowel /ûr/
- Fluency: expression, accuracy, intonation, and phrasing

Foundational Skills: Writing Language

- Grammar Skills
 - o Sentences
 - o Subjects and Predicates

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COURSE: ELA, Grade 5

- Compound Sentences and Conjunctions
 - Complex Sentences
 - Run-on Sentences and Fragments
- Grammar Mechanics
 - Punctuate sentences
 - Commas
 - Punctuation in Compound Sentences
 - Using Commas
 - Correcting run-on sentences
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues, Idioms, Homographs, Greek Roots, Greek and Latin Prefixes
- Spelling: short vowels, long vowels, words with /u /, /u /, and /ü/, r -controlled vowels /är/, /âr/, /ôr/, and r -controlled vowel /ûr/.

Foundational Skills: Writing Language

Students will

- define and identify items in a series.
- separate items in a series using appropriate punctuation.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like

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COURSE: ELA, Grade 5

homographs.

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- identify sentences in writing that need revision.
- revise writing by expanding, combining, and reducing sentences.
- outline comma rules for setting off introductory words and phrases, the words *yes* and *no*, tag questions, and direct address.
- identify introductory words and phrases.
- separate an introductory element from the rest of the sentence by using commas.
- define correlative conjunctions and explain the purpose.
- use correlative conjunctions appropriately when writing or speaking.
- apply comma rules to set off the words *yes* and *no* in sentences.
- apply comma rules to set off a tag question from the rest of the sentence.
- apply comma rules to indicate direct address.
- indicate a title by using the proper punctuation for the text.

Reading Literature/Informational Text

Students will

- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the narrator's point of view.

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COURSE: ELA, Grade 5

- explain how the point of view impacts the events in the text.
- discuss the similarities and differences unique to the various perspectives presented in text.
- give descriptions about how the information is presented for each perspective.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- find the similarities and differences in the structure of two or more texts.
- determine the impact of the structure on text meaning.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- identify the points or claims an author makes in a text.
- identify reasons and evidence for those points or claims made.
- prove each point with evidence from the text.
- explain how an author uses proof to support a point in the text.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events.
- read and understand a wide range of informational and literary texts within the

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COURSE: ELA, Grade 5

grade text level efficiently by the end of the year.

- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Literature/Informational Text

- Comprehension Strategies: Reread, Ask and Answer Questions
- Cite relevant evidence from text
- Comprehension Skills: Characters, Setting, Plot: Sequence, Problem and Solution, Text Structure: Cause and Effect, Text Structure: Sequence, Author's Point of View
- Identify characteristics of different genres: Realistic Fiction, Narrative Nonfiction, Biography, Persuasive Article
- Use text features to aid in comprehension: illustrations and photographs; headings and graphs
- Close Reading Routine: Read, Reread, Integrate

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose.

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COURSE: ELA, Grade 5

- logically order reasons that are supported by facts and details.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: descriptive details, voice (style and tone)
 - Write informative text: strong words, sequence
 - Write an opinion: sentence fluency
- Conduct short research on a topic.
- Writing Process: Focus on Narrative Writing
- Research and Inquiry Projects
 - Money and Loans-Venn Diagram
 - Great Inventions-Timeline
 - National Parks-Promotional Map
 - Students and teachers will choose a Week of Respect project. Students and teachers can create their own projects aligned to NJSL standards.

Speaking and Listening

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DEPARTMENT: English

COURSE: ELA, Grade 5

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engages as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud or information presented in multiple formats.
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud or information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Realistic Fiction, Personal Narrative, Narrative Nonfiction, Autobiography,
 - Preview Comprehension Strategies: Reread, Ask and Answer Questions
 - Respond to Reading-Week of Respect project

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation

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COURSE: ELA, Grade 5

- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Tests
- Grammar Assessments

Benchmark:

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- IXL Level Up Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Weeks 3+4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do we get the things we need?
- **Read & Respond to a Variety of Texts**
 - "Finding a Way"
 - "A Fresh Idea"
 - "One Hen"
 - "Reading Between the Dots"
- **Research and Inquiry Project**
 - Students will work with a group to research ways people raise money to start a business or help a charity. They will create a Venn diagram to compare and contrast loans and donations.

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COURSE: ELA, Grade 5

- 6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

Weeks 1 & 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can experiencing nature change the way you think about it?
- **Read & Respond to a Variety of Texts**
 - "Capturing the Natural World"
 - "A Life in the Woods"
 - "Camping with the President"
 - "A Walk with Teddy"
- **Research and Inquiry Project**
 - We can use the research process to create a promotional map.
 - Students will research a national park and present their findings to the class using multimedia.
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Career Readiness, Life Literacies, and Key Skills

- Students will explain how income affects spending decisions when reading and responding to texts about savings accounts, banks, and loans.
- **9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.**
- **9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.**
- **9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process.**

Technology Integration

- Students will research technologies that have changed due to society's changing needs and wants when completing the research and inquiry projects in the unit.
- **9.4.5.Cl.4: Research the development process of a product and identify the role of failure as a part of the creative process.**

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COURSE: ELA, Grade 5

- Students will format a document using a word processing application (Google Docs) to enhance text and include graphics, symbols and/ or pictures. Google Docs and Google Slides will be used to present research and inquiry projects and to respond to reading through writing.
- **9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.**

Career Education

- CRP3. Students will attend to personal health and financial well-being when reading and responding to texts about savings accounts, banks, and loans.
- CRP7. Students will employ valid and reliable research strategies when researching a groundbreaking invention or technology.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when presenting a short speech on the positive and negative effects of a specific technology or invention.

Time Frame	3
Topic	
Unit 2 Folktale When has a plan helped you accomplish a task? Extend, Connect, and Assess	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Phonics and Word Recognition</i> • L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <i>Fluency</i> • L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	

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DEPARTMENT: English

COURSE: ELA, Grade 5

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Foundational Skills: Writing Language:

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.
 - 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.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) 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

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COURSE: ELA, Grade 5

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.
- 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.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.



Writing:

- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide 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).
- 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

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COURSE: ELA, Grade 5

editing.

- o 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.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

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DEPARTMENT: English

COURSE: ELA, Grade 5

- decode words with inflectional endings
- decode words using knowledge of contractions
- identify and read multisyllabic words
- read grade-level texts with accuracy, appropriate rate, expression, and automaticity
- apply the specific strategies for decoding and spelling multisyllabic words.

Foundational Skills: Reading Language

- Phonics/Word Study: inflectional endings and contractions
- Fluency: rate, expression, accuracy, phrasing

Foundational Skills: Writing Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.

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COURSE: ELA, Grade 5

- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why.

Foundational Skills: Writing Language

- Grammar Skills
 - Kinds of nouns
 - Singular and plural nouns
 - Use plural forms and appositives correctly
 - Identify possessive nouns
 - Regular and Irregular Plurals
 - Possessive Nouns
 - Prepositional Phrases
- Grammar Mechanics
 - Capitalizing Proper Nouns
 - Forming Plural Nouns
 - Plural Forms and Appositives
 - Adding -s or 's
 - Punctuating titles and letters
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues, Figurative Language, Similes, Metaphors, Personification, Word relationships, Homographs, Synonyms, Antonyms
- Spelling: variant vowel /o/; diphthongs /oi/, /ou/, plurals, inflectional endings, contractions, closed syllables.

Reading Literature Text

Students will

- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- explain different characters' perspectives in a literary text
- identify characteristics of folktales
- determine the theme of the text
- compare or contrast two or more characters, settings, or events
- identify important ideas and details

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DEPARTMENT: English

COURSE: ELA Grade 5

- takes notes and summarize
- make text-to-text connections
- describe how a narrator's point of view influences how events are described
- describe how an author develops a character's perspective in a literary text
- draw evidence from literary text to support analysis, reflection, and research
- reread to to analyze text, craft, and structure, and to compare text
- compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- identify the author's purpose

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Literature/Informational Text

- Comprehension Strategies: Make Predictions, Reread
- Cite relevant evidence from text
- Comprehension Skills: Text Structure: Problem and Solution, Character,

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DEPARTMENT: English

COURSE: ELA Grade 5

Setting, Plot: Compare and Contrast, Text Structure: Sequence, Theme

- Identify characteristics of different genres: Expository Text Folktales
- Use text features to aid in comprehension: headings; illustrations; and photographs;
- Close Reading Routine: Read, Reread, Integrate

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.

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COURSE: ELA, Grade 5

- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Writing

- Respond to Reading
 - Write to Sources- Expository Writing
 - Analyze the Prompt
 - Analyze the Sources
 - Draw evidence from literature- shared read
 - Write informative text: main ideas, supporting details
- Conduct short research projects that build knowledge through investigation of different aspects of the topic
- Research and Inquiry Project: Informative
 - Food Web

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group

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COURSE: ELA, Grade 5

discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).

- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Expository Text, Folktales,
 - Preview Comprehension Strategies: Reread, Make Predictions
 - Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Assessment
- Grammar Assessment

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

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COURSE: ELA, Grade 5

Interdisciplinary Connections

Science

Weeks 3 & 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: When has a plan helped you accomplish a task?
 - Describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers.
- **Research and Inquiry**
 - Research and make an illustrated food web to describe the flow of energy within a food web, including the roles of the Sun, producers, consumers, and decomposers.
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Career Readiness, Life Literacies, and Key Skills

- Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career when reading and responding to texts about developing a plan to accomplish a task.
- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

- Students will utilize critical thinking to make sense of problems and persevere in solving them when reading and responding to texts about what good problem solvers do.
- **9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem .**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.

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COURSE: ELA, Grade 5

- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when reading and responding to texts about what good problem solvers do.
- CRP10. Students will plan education and career paths aligned to personal goals when reading and responding to texts about motivation and achieving personal goals.

Time Frame	2 weeks
Topic	
Writing: Argumentative/Opinion DBQ-Plastic Water Bottles	
Alignment to Standards	
English Language Arts Foundational Skills: Reading Language: Phonics and Word Recognition ● L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. Fluency ● L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. ○ A. Read grade-level text with purpose and understanding. ○ B. Read grade-level text orally with accuracy, appropriate rate, and expression. Foundational Skills: Writing Language: 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. ○ 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.	

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COURSE: ELA, Grade 5

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading:

- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
- RI.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).

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DEPARTMENT: English

COURSE: ELA, Grade 5

- 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:

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

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COURSE: ELA, Grade 5

Speaking and Listening:

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

Foundational Skills: Reading Language

Students will

- identify and read multisyllabic words
- read grade-level texts with accuracy, appropriate rate, expression, and automaticity
- apply the specific strategies for decoding and spelling multisyllabic words.

Foundational Skills: Reading Language

- Phonics/Word Study: multisyllabic words
- Fluency: rate, expression, accuracy, phrasing

Foundational Skills: Writing Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify

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DEPARTMENT: English

COURSE: ELA, Grade 5

words.

- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why.

Foundational Skills: Writing Language

- Grammar Skills
 - complete sentences
 - punctuation
 - compound and complex sentences
- Grammar Mechanics
 - Capitalizing Proper Nouns
 - Punctuating titles and letters
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues, Synonyms, and Antonyms

Reading Informational Text

Students will

- quote accurately from the text when explaining what it says explicitly and when drawing inferences
- determine the main idea of a text and explain how it is supported by key details
- summarize a text
- explain how two or more ideas or events are connected in a text
- analyze the structure of the text (cause/effect, compare/contrast, sequence, problem/solution)
- interpret information from charts, graphs, timelines, and diagrams
- compare and contrast information from multiple texts on the same topic

Reading Informational Text

- Comprehension Strategies: Reread
- Cite relevant evidence from text
- Main Ideas and Details Graphic Organizer
- Graphic Organizer: Introduction-Hook, Background Information, Thesis; 3 Body Paragraphs-Baby thesis, 2 pieces of evidence, cite sources, and closing sentence; Conclusion- Restate thesis and clincher
- Annotation Practice: Highlight important facts, evidence, and unfamiliar words
- Compare and Contrast texts
- Use text features to aid in comprehension: headings; illustrations; and

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DEPARTMENT: English

COURSE: ELA, Grade 5

photographs;

- Close Reading Routine: Read, Reread, Integrate

Writing

Students will

- state a clear opinion or claim on a topic
- compose a clear thesis statement
- introduce the topic and organize ideas logically
- support claims with reasons, facts, details, and examples
- use evidence from texts
- explain how evidence supports the argument
- write a strong conclusion that restates the opinion and supports the argument
- revise and edit for grammar, punctuation, spelling, and clarityorganize ideas using various strategies.
- use transitional words, phrases, and clauses.

Writing

- Respond to Reading
 - Draw evidence from informational text
 - Write argumentative text: claim, supporting details
- Write concise paragraphs using key details and evidence
- Paraphrase and take notes from multiple sources
- Use evidence from the text to explain topic/opinion
- Conduct short research projects that build knowledge through investigation of different aspects of the topic

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

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COURSE: ELA, Grade 5

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Document Based Question (DBQ).
 - Generate words and phrases related to the sources.
- Listening Comprehension
 - Preview Genres: Argumentative Text
 - Preview Comprehension Strategies: Reread
 - Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Graphic Organizer

Summative:

- Argumentative Writing (DBQ)

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Science

- Document-Based Question
 - **Should your town ban the sale of plastic water bottles?**
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Career Readiness, Life Literacies, and Key Skills

- Students will evaluate communication, collaboration, and leadership skills that

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COURSE: ELA, Grade 5

can be developed through school, home, work, and extracurricular activities for use in a career when reading and responding to texts about developing a plan to accomplish a task.

- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

Technology Integration

- Students will utilize critical thinking to make sense of problems and persevere in solving them when reading and responding to texts about what good problem solvers do.
- **9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem .**

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.
- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when reading and responding to texts about what good problem solvers do.
- CRP10. Students will plan education and career paths aligned to personal goals when reading and responding to texts about motivation and achieving personal goals.

Time Frame	5 Weeks
Topic	
Unit 3 Realistic Fiction Informational Text: Expository What can learning about different cultures teach us? What benefits come from people working as a group? Extend, Connect, and Assess	
Alignment to Standards	

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DEPARTMENT: English

COURSE: ELA, Grade 5

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

Foundational Skills: Writing Language:

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.
 - 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.
 - 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.

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COURSE: ELA, Grade 5

- 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).

Reading:

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

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COURSE: ELA, Grade 5

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 the same or similar topics.



Writing:

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- W.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

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COURSE: ELA, Grade 5

- about or explain the topic.
 - o E. Provide a conclusion related to the information of explanation presented.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - o A. Consider audience, purpose, and intent before writing.
 - o B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o 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.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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DEPARTMENT: English

COURSE: ELA, Grade 5

- 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study: open syllables, open syllables (v/v), vowel team syllables, consonant + le syllables, r-controlled vowel syllables.
- Fluency: rate, intonation, expression, accuracy, phrasing

Foundational Skills: Writing Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.

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DEPARTMENT: English

COURSE: ELA, Grade 5

- use knowledge of conjunctions to broaden vocabulary.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- identify the tense of verbs describing time, sequences, states, and conditions in reading.
- identify and correct inappropriate shifts in verb tense in writing.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify the tense of verbs.
- identify the perfect verb tenses in writing.
- conjugate verbs using the perfect verb tenses.

Foundational Skills: Writing Language

- Grammar Skills
 - Action Verbs
 - Verb Tenses
 - Main Verbs and Helping Verbs
 - Linking Verbs
 - Irregular Verbs
- Grammar Mechanics
 - Subject-verb agreement
 - Avoid shifting tenses
 - Special helping verbs; contractions; troublesome words
 - Punctuating titles and product names
 - Correct verb usage
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues: Cause and Effect, Comparison,

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COURSE: ELA, Grade 5

Sentence Clues, Greek and Latin Roots

- Spelling-open syllables, open syllables (v/v), vowel team syllables, consonant + le syllables, r-controlled vowel syllables.

Reading Literature Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine the central message or theme.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g. the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g. figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- summarize the key points of a text.

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COURSE: ELA, Grade 5

- identify details to support the main idea.
- identify at least two main ideas in informational texts.
- explain how the author supports main ideas in informational text with key details.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- discuss the similarities and differences unique to the various perspectives.
- give descriptions about how the information is presented for each perspective.
- identify the points or claims an author makes in a text.
- identify reasons and evidence for those points or claims made.
- prove each point with evidence from the text.
- explain how an author uses proof to support a point in the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.

Reading Literature/Informational Text

- Comprehension Strategies: Summarize, Ask and Answer Questions
- Cite relevant evidence from text
- Comprehension Skills: Theme, Main Idea and Details, Author's Point of View
- Identify characteristics of different genres: Realistic Fiction, Fantasy, Expository Text, Persuasive Article
- Use text features to aid in comprehension: diagrams; photographs and

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DEPARTMENT: English

COURSE: ELA, Grade 5

captions

- Close Reading Routine: Read, Reread, Integrate

Writing

Students will

- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.:cause/effect chronological order, etc).
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- provide a conclusion or section related to the opinion presented .
- organize ideas using various strategies.
- purposefully select information to develop the topic.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing.
- focus the organization and development of a topic to reflect the task and purpose.
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- logically order reasons that are supported by facts and details.

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COURSE: ELA Grade 5

- organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (Main ideas and details, reasons or topics with evidence and sources) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two more characters, setting or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Writing

- Write to Sources
 - Draw evidence from informational text
 - Write an opinion: word choice (connotation and denotation), strong conclusions
 - Write informative text: relevant evidence, transitions
- Conduct short research on a topic.
- Research and Inquiry Project: Working Together
 - Animal Rescue Group television segment

Speaking and Listening

Students will

- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud or information presented in multiple

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DEPARTMENT: English

COURSE: ELA, Grade 5

formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Realistic Fiction, Fantasy, Expository Text, Persuasive Article
 - Preview Comprehension Strategies: Reread, Make Predictions
 - Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Assessment
- Grammar Assessment

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

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DEPARTMENT: English

COURSE: ELA Grade 5

Weeks 1 & 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can learning about different cultures teach us?
- **Read & Respond to a Variety of Texts**
 - "Food for Thought"
 - "A Reluctant Traveler"
 - "They Don't Mean It!"
 - "Where Did That Come From?"
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Week 6

- **"Teamwork and Destiny"**
- **"U.S. Space School"**
 - Compare the passages
 - Share and Reflect
 - Make a Teamwork poster
- 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

Weeks 3+ 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What benefits come from people working as a group?
- **Read & Respond to a Variety of Texts**
 - "Teamwork in Space"
 - "Gulf Spill Superheroes"
 - *Winter's Tail*
 - "Helping Hands"
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Visual and Performing Arts

- **Reader's Theater**

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COURSE: ELA, Grade 5

- o "A Thousand Miles to Freedom"
- 1.1.5.C.3 -Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
- 1.1.5.C.1- Evaluate the characteristics of a well-made play in a variety of scripts and performances.

Career Readiness, Life Literacies, and Key Skills

- Students will evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally when learning about different cultures and what they can teach us.
- **9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.**

Technology Integration

- Students will compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences when reading and responding to texts about the Incas and Machu Picchu.
- **9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.**

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.
- CRP12. Students will work productively in teams while using cultural global competence when reading and responding to texts about what learning about different cultures can teach us.

Time Frame	5 weeks
Novel Study Writing: Expository/Informative	
Alignment to Standards	
<u>English Language Arts</u>	

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COURSE: ELA, Grade 5

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language:

Sentence Composition (Grammar, Syntax, and Punctuation)

- 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.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - B. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 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,

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COURSE: ELA, Grade 5

antonyms, homographs) to better understand each of the words.

- 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.
 - 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:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) 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).
- 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

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COURSE: ELA, Grade 5

provide the overall structure of a particular story, drama, or poem.

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

Writing:

- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide 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.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - 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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DEPARTMENT: English

COURSE: ELA, Grade 5

Speaking and Listening:

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

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- read grade-level text aloud with accuracy, appropriate rate, and expression
- use decoding strategies and context clues to determine unknown words
- improve fluency through repeated reading and modeling reading
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study
 - Multisyllabic Word Strategy-Decoding Strategy Chart

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DEPARTMENT: English

COURSE: ELA, Grade 5

- 6 Syllable Types
- Reading Every Day
 - Fluency- Rate, Accuracy, Expression
 - Independent Reading-Daily Sustained Silent Reading

Foundational Skills: Writing Language

Students will

- use correct capitalization, punctuation, and spelling
- write complete sentences with correct grammar
- decipher the meanings of words and phrases by using sentence context.
- use grade-appropriate vocabulary and precise language in responses
- use both print and digital glossaries and dictionaries to define and clarify words.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.

Foundational Skills:Writing Language

- Introduce and practice Vocabulary Routine: Define/Example/Ask
- Review Vocabulary Strategies
 - Context Clues
 - Synonyms and Antonyms
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology

Reading Literature/Informational Text

Students will

- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- quote accurately to support inferences
- identify theme(s) and explain how they develop across the story
- describe how characters change throughout the novel
- explain how point of view impacts the story
- compare and contrast characters
- summarize chapters using key details

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DEPARTMENT: English

COURSE: ELA, Grade 5

- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the central message or theme.
- summarize the key points of a text.
- identify details to support the main idea.
- identify at least two main ideas in informational texts.
- explain how the author supports main ideas in informational text with key details.
- find the similarities and differences in the structure of two or more texts.
- determine the impact of the structure on text meaning.
- discuss the similarities and differences unique to various perspectives presented in text.
- identify reason and evidence for those points or claims made.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge).
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events.
- identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc).
- read and understand a wide range of informational and literary texts within grade text level efficiently by the end of the school year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Literature/Informational Text

- Close Reading Routine: Read, Reread, Integrate
- Connect to Essential Question
- Comprehension: Theme, Summarize, Author's Point of View

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DEPARTMENT: English

COURSE: ELA Grade 5

- Character Analysis
- Cite text evidence
- Identify characteristics of different genres: realistic fiction, narrative
- Realistic Fiction:
- Literature: Text Structure
 - Sequence
 - Cause and Effect
 - Compare and Contrast
 - Problem and Solution

Writing

Students will

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- introduce a topic clearly and provide a focused main idea
- organize information using paragraphs, headings, and sequence
- develop the topic with facts, definitions, details, examples, and quotations
- use information from multiple sources to support ideas
- Use transition words and phrases
- cite sources
- use precise words and varied sentence structure
- revise and edit for grammar, spelling, punctuation, and clarity

Writing

- Writing to Sources-Write About the Text
 - Analyze the Prompt
 - Analyze the Rubric
 - Analyze the Sources
 - Analyze the Model
 - Thesis Statement
 - Reasons and Evidence
 - Word Choice
 - Share the Prompt
- Expository/Informative

Speaking and Listening

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DEPARTMENT: English

COURSE: ELA, Grade 5

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).

Speaking and Listening

- Build Background-Introduce and discuss the Essential Question.
- Generate words and phrases related to the weekly concept using a graphic organizer.
- Review the Speaking and Listening Checklist.

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals
- Character Analysis

Summative:

- Novel Assessment
- Expository/Informative Writing

Benchmark

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- IXL Level Up Benchmark

Alternative:

- Research and Inquiry Projects
- Book Trailers using Canva

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DEPARTMENT: English

COURSE: ELA, Grade 5

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Technology Integration

- Students will understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media when accessing Google Classroom, participating in class discussions using the Internet, and when researching topics using a variety of sources.
- Students will use a graphic organizer to organize information about a problem or issue when creating a problem/solution chart about ocean pollution.
- **9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)**
- **9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).**

Career Education

Time Frame

5 weeks

Topic

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DEPARTMENT: English

COURSE: ELA, Grade 5

Unit 4

**What can people do to bring about a positive change?
What can you discover when you give things a second look?
Extend, Connect, and Assess**

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language:

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.
 - 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.
 - C. Compare and contrast the varieties of English (e.g., dialects,

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COURSE: ELA, Grade 5

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.
 - 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.

Reading:

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

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COURSE: ELA, Grade 5

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.
- 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.

Writing:

- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide 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,

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COURSE: ELA, Grade 5

- o or other information and examples related to the topic.
- o C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- o D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- o E. Provide a conclusion related to the information of explanation presented.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - o A. Consider audience, purpose, and intent before writing.
 - o B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o 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.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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COURSE: ELA, Grade 5

- o D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Reading Foundational Skills

- Phonics/Word Study: words with final /el/ and /en/, prefixes, homographs, words with /cher/ and /zher/, suffixes -ance and -ence.
- Fluency: expression, rate, accuracy, and phrasing

Foundational Skills: Writing Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.

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DEPARTMENT: English

COURSE: ELA, Grade 5

- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why.

Foundational Skills: Writing Language

- Grammar Skills
 - Pronouns and Antecedents
 - Kinds of Pronouns
 - Pronoun-Verb Agreement
 - Possessive Pronouns
 - Pronouns and Homophones
- Grammar Mechanics
 - Pronoun-antecedent agreement in number and gender
 - Use quotation marks in dialogue.
 - Use abbreviations

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DEPARTMENT: English

COURSE: ELA Grade 5

- Apostrophes, possessives, and reflexive pronouns
- Punctuating Poetry
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Synonyms and Antonyms, Adages and Proverbs, Prefixes and Suffixes, Context Clues: Definitions and Restatements, Similes and Metaphors
- Spelling: words with final /el/ and /en/, prefixes, homographs, words with /cher/ and /zher/, suffixes -ance and -ence.

Reading Literature Text

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine the central message or theme.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts or events.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.

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COURSE: ELA, Grade 5

- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Literature/Informational Text

- Comprehension Strategies: Visualize; Summarize
- Cite relevant evidence from text
- Comprehension Skills: Point of View; Author's Point of View
- Identify characteristics of different genres: Drama, Biography, Expository Text
- Close Reading Routine: Read, Reread, Integrate

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.

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COURSE: ELA, Grade 5

- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a hook to engage the reader.
- use a variety of transitional words and phrases to manage the sequence of events.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (central idea and details, reasons/topics and sources, and story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.

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DEPARTMENT: English

COURSE: ELA, Grade 5

- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write informative text: logical order
 - Write opinions: transitions; sensory language
- Conduct short research on a topic.
- Research and Inquiry Project: What is important to you?
 - Expressions of Freedom

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension

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COURSE: ELA, Grade 5

- Interactive Read Aloud: Listen for a purpose
- Connect to Concept
- Preview Genres: Mystery Play, Biography, Expository Text
- Preview Comprehension Strategies: Visualize; Summarize
- Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Assessments
- Grammar Assessments

Benchmark:

- NA

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can people do to bring about a positive change?
- **Read & Respond to a Variety of Texts**
 - "Fighting for Change"

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COURSE: ELA, Grade 5

- o "Frederick Douglass: Freedom's Voice"
 - o *Rosa*
 - o "Our Voices, Our Votes"
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

Visual and Performing Arts

- **Reader's Theater**
 - o "The Golden Door"
- 1.1.5.C.4-Explain the function of sensory recall and apply it to character development.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures when reading and responding to texts using Google Docs.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about fighting for women's

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COURSE: ELA, Grade 5

right to vote and Frederick Douglass' fight for freedom.

Time Frame 3 Weeks

Poetry

Unit 2 Week 5: What motivates you to accomplish a goal?

Unit 4 Week 5: How do you express that something is important to you?

Unit 6 Week 5: What can our connections to the world teach us?

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

Foundational Skills: Writing Language:

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.
 - D. Distinguish between frequently confused words.
 - 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.
- 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

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COURSE: ELA, Grade 5

and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading:

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

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COURSE: ELA Grade 5

of fiction, folktale, myth, poem).

- 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:

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - 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.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.

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DEPARTMENT: English

COURSE: ELA, Grade 5

- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

- 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.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.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.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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DEPARTMENT: English

COURSE: ELA, Grade 5

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics & Word Analysis: words with closed syllables, suffixes -ance and -ence, suffixes -ible and -able
- Fluency: accuracy, expression, appropriate rate, and automaticity

Foundational Skills: Writing Language

Students will

- acquire and use grade-appropriate academic vocabulary.
- use context clues to determine the meaning of multiple-meaning and unknown words and phrases, including homographs.
- use context clues to determine the meaning of unknown words and phrases, including similes and metaphors.
- use context clues to determine the meaning of unknown words and phrases using personification.

Foundational Skills: Writing Language

- Grammar Skills
 - Prepositional Phrases
 - Pronouns & Homophones
- Grammar Mechanics
 - Punctuate titles and letters correctly
 - Punctuate poetry correctly
 - Use pronouns correctly in prepositional phrases
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Multiple-Meaning and Unknown Words; Similes and Metaphors; Personification
- Spelling: words with closed syllables, suffixes -ance and -ence,

Reading Literature Text

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COURSE: ELA, Grade 5

Students will

- identify the structure of narrative and free verse poetry, lyric and free verse poetry, and lyric and narrative poetry.
- identify repetition and rhyme in poetry
- explain the development of stated or implied theme(s) throughout a literary text.
- explain how poetic elements such as form and line breaks work together in a poem.
- read and comprehend texts in the grades 4-5 text complexity band.
- summarize a text to enhance comprehension
- write in response to text.
- compare and contrast how authors present information on the same topic or theme.

Reading Literature

- Comprehension Strategies: Visualize; Summarize
- Cite relevant evidence from text
- Comprehension Skills: Theme Analysis; Point of View and Perspective
- Poetic Elements: Repetition and Rhyme, Form and Line Breaks, Alliteration. Stanzas and Meter, Imagery, Assonance and Consonance
- Close Reading Routine: Read, Reread, Integrate
- Read Poetry: "A Simple Plan" and "Rescue"; "Stage Fright" and "Catching Quiet"; "Foul Shot"; "How Do I Hold the Summer?," "Catching a Fly," and "When I Dance"; "Words Free as Confetti" and "Dreams"; "A Story of How a Wall Stands"; "To Travel!" and "Wild Blossoms"; "You Are My Music" and "You and I"; "A Time to Talk"

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.

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COURSE: ELA, Grade 5

- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a hook to engage the reader.
- use a variety of transitional words and phrases to manage the sequence of events.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (central idea and details, reasons/topics and sources, and story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.

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COURSE: ELA, Grade 5

- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write informative text: logical order
 - Write opinions: transitions; sensory language
- Conduct short research on a topic.
- Research and Inquiry Project: Achieving Your Goals, What is Important to You?, Connections

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Poetry
 - Preview Comprehension Strategies: Visualize; Summarize
 - Respond to Reading

Formative:

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COURSE: ELA, Grade 5

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Assessments
- Grammar Assessments

Benchmark:

- NA

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Unit 2 Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What motivates you to accomplish a goal?
- **Read & Respond to a Variety of Texts**
 - "How to Make a Friend"
 - "A Simple Plan" & Rescue"
 - "Stage Fright" & "Catching Quiet"
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Unit 6 Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can our connections to the world teach us?
- **Read & Respond to a Variety of Texts**
 - "The Beat"
 - "To Travel" & "Wild Blossoms"

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COURSE: ELA, Grade 5

- “You are My Music” & “You and I”
 - “A Time to Talk”
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 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.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures when reading and responding to texts using Google Docs.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about fighting for women's right to vote and Frederick Douglass' fight for freedom.

Time Frame	3 Weeks
Topic	
Holocaust Novel Study	
Alignment to Standards	
<u>English Language Arts</u>	

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DEPARTMENT: English

COURSE: ELA, Grade 5

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language:

Sentence Composition (Grammar, Syntax, and Punctuation)

- 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.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - C. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those

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COURSE: ELA, Grade 5

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.
- 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.

Reading:

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) 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

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COURSE: ELA, Grade 5

(e.g., how characters interact).

- RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 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.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.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).

Writing:

- W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly to provide 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.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a

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DEPARTMENT: English

COURSE: ELA, Grade 5

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.
- 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.

Speaking and Listening:

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

Learning Objectives and Activities

Foundational Skills: Reading Language

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DEPARTMENT: English

COURSE: ELA, Grade 5

Students will

- read grade-level text aloud with accuracy, appropriate rate, and expression
- use decoding strategies and context clues to determine unknown words
- improve fluency through repeated reading and modeling reading
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Reading Every Day
 - Fluency- Rate, Accuracy, Expression
 - Independent Reading-Daily Sustained Silent Reading

Foundational Skills: Writing Language

Students will

- use correct capitalization, punctuation, and spelling
- write complete sentences with correct grammar
- decipher the meanings of words and phrases by using sentence context.
- use grade-appropriate vocabulary and precise language in responses
- use both print and digital glossaries and dictionaries to define and clarify words.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.

Foundational Skills: Writing Language

- Vocabulary Routine: Define/Example/Ask
- Review Vocabulary Strategies
 - Context Clues
 - Synonyms and Antonyms
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology

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COURSE: ELA Grade 5

Reading Literature/Informational Text

Students will

- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- quote accurately to support inferences
- identify theme(s) and explain how they develop across the story
- describe how characters change throughout the novel
- explain how point of view impacts the story
- compare and contrast characters
- summarize chapters using key details
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the central message or theme.
- summarize the key points of a text.
- identify details to support the main idea.
- identify at least two main ideas in informational texts.
- explain how the author supports main ideas in informational text with key details.
- find the similarities and differences in the structure of two or more texts.
- determine the impact of the structure on text meaning.
- discuss the similarities and differences unique to various perspectives presented in text.
- identify reason and evidence for those points or claims made.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge).
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events.
- identify how a text is organized (i.e.: chronological, comparative, cause/effect,

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COURSE: ELA, Grade 5

etc).

- explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text.
- read and understand a wide range of informational and literary texts within grade text level efficiently by the end of the school year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Literature/Informational Text

- Close Reading Routine: Read, Reread, Integrate
- Comprehension: Theme, Author's Point of View
- Character Analysis
- Cite text evidence
- Identify characteristics of different genres: historical fiction, expository
- Literature: Text Structure
 - Sequence
 - Cause and Effect
 - Compare and Contrast
 - Problem and Solution

Writing

Students will

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- introduce a topic clearly
- develop the topic with facts, definitions, quotations, and examples
- link ideas within paragraphs.
- use transition words and phrases
- use precise words and varied sentence structure
- revise and edit for grammar, spelling, punctuation, and clarity

Writing

- Writing to Sources-Write About the Text
 - Analyze the Prompt
 - Analyze Text Evidence
 - Analyze the Model

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DEPARTMENT: English

COURSE: ELA, Grade 5

- Thesis Statement
- Reasons and Evidence
- Word Choice
- Share the Prompt
- Informative/Explanatory Writing

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).

Speaking and Listening

- Build Background-Introduce and discuss the topic.
- Generate words and phrases related to the topic using a graphic organizer.

Assessment

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals
- Character Analysis
- ReadWorks

Summative:

- Novel Assessments
- Project-Based Choices

Benchmark:

- DIBELS 8 Subtests

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DEPARTMENT: English

COURSE: ELA, Grade 5

- Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
- MAZE
- IXL Level Up Benchmark

Alternative:

- Research and Inquiry Projects
 - Holocaust research project
 - Character analysis

Interdisciplinary Connections

Social Studies

NJ Holocaust Mandate-N.J.S.A. 18A:35-28

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media when accessing Google Classroom, participating in class discussions using the Internet, and when researching topics using a variety of sources.
- **9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2)**

Career Education

Time Frame

3 Weeks

Unit 5

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DEPARTMENT: English

COURSE: ELA, Grade 5

Historical Fiction Argumentative Text

**How do shared experiences help people adapt to change?
How do natural events and human activities affect the environment?**

English Language Arts

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.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.

Foundational Skills: Writing Language:

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.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - 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.
 - C. 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.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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DEPARTMENT: English

COURSE: ELA, Grade 5

- 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.

Reading:

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

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- 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.
- RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.



Writing:

- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- 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.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.NW.5.3. Write narratives to develop real or imagined experiences or events

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using effective technique, descriptive details, and clear event sequences.

- o D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.
 - o A. Consider audience, purpose, and intent before writing.
 - o B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o 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.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening:

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

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COURSE: ELA, Grade 5

- 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.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.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics/Word Study: prefixes, suffixes -less and -ness, suffix -ion
- Fluency: rate, expression, accuracy, phrasing

Foundational Skills: Writing Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify

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DEPARTMENT: English

COURSE: ELA, Grade 5

words.

- explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why

Language

- Grammar Skills
 - Independent and Dependent Clauses
 - Complex Sentences
 - Adjectives
 - Adjectives That Compare
 - Comparing with Good and Bad
- Grammar Mechanics
 - Appositives (commas)
 - Use commas with essential and nonessential clauses.
 - Capitalization and punctuation
 - Adjectives- Using more and most
 - Irregular comparative forms
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Context Clues: Comparison; Paragraph Clues, Idioms,

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COURSE: ELA, Grade 5

Greek Roots, Root Words

- Spelling: suffixes, homophones, prefixes, suffixes -less and -ness, suffix -ion

Reading Literature Text

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine the central message or theme.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- identify the narrator's point of view.
- explain how the point of view impacts the events in the text.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts or events.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.

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COURSE: ELA, Grade 5

- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Literature/Informational Text

- Comprehension Strategies: Make, Confirm, and Revise Predictions; Ask and Answer Questions
- Cite relevant evidence from text
- Comprehension Skills: Character, Setting, Plot: Compare and Contrast Settings and Characters, Text Structure: Cause and Effect; Author's Point of View
- Identify characteristics of different genres: Historical Fiction, Expository Text, Argumentative Text
- Close Reading Routine: Read, Reread, Integrate

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.

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COURSE: ELA Grade 5

- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use a variety of transitional words and phrases to manage the sequence of events.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.

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COURSE: ELA, Grade 5

- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: transitions
 - Write informative text: develop a topic, strong paragraphs
 - Write opinions: strong openings, strong conclusions
- Conduct short research on a topic.
- Research and Inquiry Projects
 - Supporting One Another
 - Environmental Changes

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).

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COURSE: ELA Grade 5

- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Realistic Fiction, Historical Fiction, Expository Text, Persuasive Article
 - Preview Comprehension Strategies: Ask and Answer Questions, Make, Confirm, and Revise Predictions
 - Respond to Reading

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Progress Monitoring Assessments
- Spelling Assessment
- Grammar Assessment

Benchmark:

- NA

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

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COURSE: ELA Grade 5

Social Studies

Weeks 3 + 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do shared experiences help people adapt to change?
- **Read & Respond to a Variety of Texts**
 - "Starting Over"
 - "The Day the Rollets Go Their Moxie Back"
 - *"Budy, Not Buddy"*
 - *"Musical Impressions of the Great Depression"*

Science

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do natural events and human activities affect the environment?
- **Read & Respond to a Variety of Texts**
 - "Dams: Harnessing the Power of Water"
 - "Should Plants and Animals from Other Places Live Here?"
 - *The Case of the Missing Bees*
 - *Busy, Beneficial Bees*
- 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Visual and Performing Arts

- **Reader's Theater**
 - "Jane Addams and Hull House"
- 1.1.5.C.4-Explain the function of sensory recall and apply it to character development.

Career Readiness, Life Literacies, and Key Skills

- Students will evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for

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use in a career when reading and responding to texts about experiences and how they can change how you see the world around you.

- **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).**

Technology Integration

- Students will apply digital tools (Padlet, Google Sheets, Google Slides) to collect, organize, and analyze data that support a scientific finding when reading and responding to texts about climate change and global warming. They will also use these digital tools when reading and responding to texts about bees.
- **9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about a text.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about global warming and how changes in the environment affect living things.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

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COURSE: ELA, Grade 5

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists

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- Provide anchor charts with high frequency words and phonemic patterns

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