

ESSEX FELS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

English Language Arts

Grade: 5

ABSTRACT

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

ESSEX FELLS PUBLIC SCHOOL

Grade 5 English Language Arts

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Fiction and Non Fiction Texts / Opinion & Research Writing / Presentations / Plays <i>September-December</i> 12 weeks	Fiction and Non Fiction Texts / Narrative, Research/Informative Writing / Response to Reading / Figurative Language / Poetry <i>January-March</i> 12 Weeks	Fiction and Non Fiction Texts / Research/Informative & Explanatory Writing / Poetry / Presentations <i>April - June</i> 12 Weeks
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	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) 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,	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) 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,	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) 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.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.PP.5.5. Describe how a narrator's or speaker's point of view	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. 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,	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.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.PP.5.5. Describe how a narrator's or speaker's point of
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	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). RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics. RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.	animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics. RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. Reading Foundational Skills: L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. L.RF.5.4. Read with sufficient	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). RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics. RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.
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	Reading Foundational Skills: L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Language: L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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. L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word	accuracy and fluency to support comprehension. Language: L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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. L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. SL.II.5.2. Summarize a written text read aloud or information	Reading Foundational Skills: L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Language: L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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. Speaking and Listening:
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	meanings. 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. 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. Writing:	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. Writing: 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. W.IW.5.2. Write informative/explanatory texts to	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. L.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. Writing: L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and
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	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. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,	examine a topic and convey ideas and information clearly. W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 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. W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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 W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources. W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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	purposes, and audiences.		
Interdisciplinary Connections: Write out complete NJSLS: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE - Standard 2;</i> • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	Mathematics 5.MD.B.2: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions to solve problems involving information presented in line plots. 5.G.A.2: Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. 5.OA.B.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms and form ordered pairs consisting of corresponding terms from the two patterns. Science 5-PS1-3: Make observations and measurements to identify materials based on their properties. 4-PS3-1: Use models to describe that energy in animals' food was once energy from the sun. 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and	Mathematics 5.MD.B.2: Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions to solve problems involving information presented in line plots. 5.G.A.2: Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. 5.OA.B.3: Generate two numerical patterns using two given rules. Identify relationships between corresponding terms and graph ordered pairs. Social Studies 6.1.5.HistoryUP.2: Describe how different perspectives can lead to different historical accounts and interpretations. 6.1.5.CivicsPI.3: Explain how public issues are addressed through civic participation. 6.1.5.GeoGI.1: Use geographic tools and sources to investigate how geography influences people, places, and regions.	Science 3-5-ETS1-1: Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints on materials, time, or cost. 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Social Studies 6.1.5.HistoryUP.2: Describe how different perspectives can lead to different historical accounts and interpretations. 6.1.5.CivicsPI.3: Explain how public issues are addressed through civic participation and the role of citizens in a democratic society. 6.1.5.GeoGI.1: Use geographic tools and sources to investigate how geography influences people, places, and regions. 6.1.5.HistoryCC.1: Analyze the contributions of individuals and groups to the development of communities and New Jersey. PE 2.2.5.PF.2: Differentiate the roles

	constraints of the problem. Social Studies 6.1.5.HistoryUP.2 Describe how different perspectives can lead to different historical accounts and interpretations. 6.1.5.CivicsPL.3: Explain how public issues are addressed through civic participation and the role of citizens in a democratic society. 6.1.5.GeoGL.1: Use geographic tools and sources to investigate how geography influences people, places, and regions.		of nutrition and physical activity in achieving personal fitness goals. 2.2.5.PF.4: Develop a short-term and/or long-term health-related fitness goal and identify resources to achieve the goal.
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (Must have at least one standard from: ● 9.1 Personal Financial Literacy; or ● 9.2 Career Awareness, Exploration, Preparation & Training; or ● 9.4 Life Literacies & Key Skills)	Life Literacies & 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. 9.4.5.CT.1: Identify and gather information to support critical thinking and problem-solving. 9.4.5.CT.2: Evaluate different solutions to a problem using evidence to determine which is most effective 9.4.5.IML.2: Create and use a research process to locate information from multiple sources while assessing the credibility and relevance of the information.	Life Literacies & Key Skills 9.4.5.CT.1: Identify and gather information to support critical thinking and problem-solving. 9.4.5.IML.2: Create and use a research process to locate information from multiple sources while assessing the credibility and relevance of the information. 9.4.5.IML.5: Distinguish facts, opinions, and reasoned judgments found in media messages and digital resources. 9.4.5.IML.8: Develop and communicate ideas using appropriate digital tools and media-rich resources to support learning and collaboration.	Life Literacies & Key Skills 9.4.5.CT.1 Identify and gather information to support critical thinking and problem-solving. 9.4.5.CT.2 Evaluate different solutions to a problem using evidence to determine which is most effective. 9.4.5.IML.2 Create and use a research process to locate information from multiple sources while assessing the credibility and relevance of the information.

Integration of Computer Science and Design Thinking: Write out complete NJSLS: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	Design Thinking 8.1.5.CS.1: Model how computing systems connect to other components, devices, and networks to achieve a common goal. 8.1.5.DA.1: Collect, organize, and display data using computational tools to answer questions or solve problems.	Design Thinking 8.1.5.DA.1: Collect, organize, and display data using computational tools to answer questions or solve problems. 8.1.5.DA.2: Use data to highlight or propose relationships, predict outcomes, and support a claim. Computer Science 8.2.5.ED.2: Research a problem, gather information from multiple sources, and identify criteria and constraints before developing a solution. 8.2.5.ED.3: Develop, test, evaluate, and refine design solutions using feedback and evidence.	Design Thinking 8.1.5.DA.1: Collect, organize, and display data using computational tools to answer questions or solve problems. 8.1.5.DA.2: Use data to highlight or propose relationships, predict outcomes, and support a claim. 8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
21st Century Life and Careers: Career Education: Write out complete NJSLS: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	N/A	N/A	N/A
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Readers use evidence from texts to develop and support their understanding. ● Authors make purposeful choices to communicate ideas, themes, and perspectives. ● Different texts and media present information in different ways and for different purposes. ● Effective readers analyze,	● Readers use evidence to construct meaning and support their thinking. ● Authors use text structure, language, and point of view to communicate ideas. ● Different texts and media communicate information in different ways. ● Comparing multiple texts and perspectives deepens	● Readers use textual evidence to construct and support meaning. ● Authors use structure, language, and point of view to communicate ideas and themes. ● Comparing multiple texts and perspectives deepens understanding. ● Visuals, multimedia, and text

	compare, question, and evaluate information from multiple sources. • Vocabulary, language, and fluency strengthen comprehension and communication. • Writers communicate ideas clearly by organizing, revising, and supporting their thinking with evidence. • Research requires gathering, evaluating, and synthesizing information from reliable sources. • Effective speakers and listeners collaborate respectfully and communicate clearly for different audiences and purposes. • Multimedia and digital tools enhance understanding and communication.	understanding. • Effective communication requires clear speaking, careful listening, and purposeful writing. • Vocabulary, fluency, and language conventions support comprehension and communication. • Research and evidence strengthen understanding and support informed conclusions. • The writing process improves the quality and effectiveness of written communication.	features enhance comprehension. • Fluent reading, vocabulary, and language conventions strengthen communication. • Effective writers plan, revise, and support ideas with evidence. • Research requires evaluating and synthesizing information from reliable sources. • Effective speakers and listeners communicate clearly, collaborate respectfully, and adapt to purpose and audience.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How does textual evidence strengthen understanding? 2. How do authors communicate ideas, themes, and perspectives? 3. How does text structure help readers understand meaning? 4. Why is it important to compare multiple texts and points of view? 5. How do visuals and multimedia contribute to	1. How does textual evidence support understanding? 2. How do authors communicate ideas, themes, and perspectives? 3. How does text structure help readers make meaning? 4. Why is it important to consider multiple perspectives? 5. How do visuals and multimedia enhance	1. How does textual evidence strengthen understanding? 2. How do authors develop themes, ideas, and perspectives? 3. How does text structure influence meaning? 4. Why is it important to consider multiple perspectives? 5. How do visuals and multimedia support

	meaning? - How does vocabulary influence comprehension and communication? - How do readers determine whether information is accurate and well supported? - How does the writing process improve communication? - How do writers choose evidence to support their ideas? - How do research and reliable sources strengthen learning? - How do effective speakers and listeners build understanding through discussion? - How can digital tools and multimedia improve communication and learning?	understanding? - How does vocabulary influence comprehension and communication? - How do readers determine if information is reliable and well supported? - How does the writing process improve writing? - How do writers support ideas with evidence? - How do effective speakers and listeners communicate with different audiences? - How does research deepen understanding of a topic?	understanding? - How does vocabulary affect comprehension and communication? - How do readers determine whether information is reliable and well supported? - How does the writing process improve writing? - How do writers communicate ideas clearly and effectively? - How does research deepen understanding? - How do effective speakers and listeners communicate with different audiences?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> <i>1. Formative,</i> <i>2. Summative,</i> <i>3. Alternative - Performance/Project)</i> <i>4. Benchmark)</i>	Formative Assessments - Teacher observations and conferencing - Exit tickets - Classroom discussions - Literature circle participation - Graphic organizers - Vocabulary notebooks - Context clue practice - Peer feedback	Formative Assessments - Teacher observations and conferencing - Exit tickets - Classroom discussions - Literature circle participation - Graphic organizers - Vocabulary notebooks - Context clue practice - Peer feedback	Formative Assessments - Teacher observations and conferencing - Exit tickets - Classroom discussions - Literature circle participation - Graphic organizers - Vocabulary notebooks - Context clue practice - Peer feedback

	• Self-assessments • Checklists and rubrics • Digital quizzes (Google Forms, Kahoot, Quizizz, Nearpod) • Writing drafts with teacher feedback • Short constructed responses • Multimedia discussion responses Summative Assessments • Literary analysis essay • Reading comprehension assessment • Unit test • Performance task • Book project • Novel study assessment • Theme analysis • Compare-and-contrast essay • Text evidence assessment • Vocabulary assessment • Speaking and listening presentation • End of Year Benchmark • MAP • Student Portfolios Alternative Assessments • Video presentation • Dramatic reenactment • Storyboard or comic strip	• Self-assessments • Checklists and rubrics • Digital quizzes (Google Forms, Kahoot, Quizizz, Nearpod) • Writing drafts with teacher feedback • Short constructed responses • Multimedia discussion responses Summative Assessments • Literary analysis essay • Reading comprehension assessment • Unit test • Performance task • Book project • Novel study assessment • Theme analysis • Compare-and-contrast essay • Text evidence assessment • Vocabulary assessment • Speaking and listening presentation • End of Year Benchmark • MAP • Student Portfolios Alternative Assessments • Video presentation • Dramatic reenactment • Storyboard or comic strip	• Self-assessments • Checklists and rubrics • Digital quizzes (Google Forms, Kahoot, Quizizz, Nearpod) • Writing drafts with teacher feedback • Short constructed responses • Multimedia discussion responses Summative Assessments • Literary analysis essay • Reading comprehension assessment • Unit test • Performance task • Book project • Novel study assessment • Theme analysis • Compare-and-contrast essay • Text evidence assessment • Vocabulary assessment • Speaking and listening presentation • End of Year Benchmark • MAP • Student Portfolios Alternative Assessments • Video presentation • Dramatic reenactment • Storyboard or comic strip
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	• Infographic • Digital poster • Interactive notebook portfolio • Literature circle leadership • Debate • Timeline • Concept map • Graphic novel adaptation • Visual representation of theme • Poetry response • Illustrated vocabulary journal • Student-created quiz • Peer teaching lesson • Digital portfolio Benchmark Assessments • Beginning Level Set for Achieve3000 • Diagnostic for Membean • IXL Diagnostic	• Infographic • Digital poster • Interactive notebook portfolio • Literature circle leadership • Debate • Timeline • Concept map • Graphic novel adaptation • Visual representation of theme • Poetry response • Illustrated vocabulary journal • Student-created quiz • Peer teaching lesson • Digital portfolio Benchmark Assessments • Beginning Level Set for Achieve3000 • Diagnostic for Membean • IXL Diagnostic	• Infographic • Digital poster • Interactive notebook portfolio • Literature circle leadership • Debate • Timeline • Concept map • Graphic novel adaptation • Visual representation of theme • Poetry response • Illustrated vocabulary journal • Student-created quiz • Peer teaching lesson • Digital portfolio Benchmark Assessments • Beginning Level Set for Achieve3000 • Diagnostic for Membean • IXL Diagnostic
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • Amistad Law • Holocaust Law • LGBTQ/Disabilities Law)	DEI • Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) • 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad	DEI • Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) • 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad	DEI • Diversity and Inclusion Law (N.J.S.A. 18A:35-4.36a) • 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad

	6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Read and analyze diverse literature representing multiple cultures and	6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Read and discuss literature representing diverse cultures, identities, abilities, and life	6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. - Read diverse literature that reflects a variety of cultures,
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	perspectives. ● Compare texts from different authors, cultures, and viewpoints. ● Research diverse historical figures, authors, and community leaders. ● Write narratives and reflections about personal identity, family, and community. ● Participate in collaborative discussions that value diverse perspectives. ● Analyze multiple perspectives on historical and contemporary issues. ● Explore global folktales, myths, and informational texts. ● Create multimedia presentations highlighting diverse cultures and experiences. ● Engage in cooperative learning with equitable student participation. ● Use inclusive instructional materials and accessible learning supports. ● Incorporate student choice in reading, writing, and presentation formats. ● Connect literature and informational texts to real-world issues of empathy,	experiences. ● Compare multiple perspectives in literary and informational texts. ● Research diverse authors, historical figures, and community leaders. ● Explore folktales, myths, legends, and informational texts from around the world. ● Write narratives and reflections about personal identity, family, traditions, and community. ● Engage in collaborative discussions that promote respectful listening and appreciation of diverse viewpoints. ● Analyze how an author's background and point of view influence a text. ● Participate in literature circles using inclusive and culturally responsive texts. ● Create multimedia presentations highlighting diverse cultures, perspectives, or global issues. ● Incorporate student choice in reading materials, writing topics, and presentation formats. ● Use accessible instructional materials and multiple means of engagement,	identities, abilities, and experiences. ● Compare multiple perspectives in literary and informational texts. ● Explore folktales, myths, legends, and informational texts from cultures around the world. ● Research diverse authors, historical figures, and community leaders. ● Write narratives and reflections that celebrate personal identity, family, culture, and community. ● Engage in structured discussions that promote respectful listening and appreciation of diverse viewpoints. ● Analyze how culture, background, and experiences influence an author's or character's perspective. ● Use inclusive, culturally responsive, and accessible texts and instructional materials. ● Provide student choice in reading selections, writing topics, and presentation formats. ● Create multimedia presentations highlighting diverse voices, cultures, or
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	fairness, and inclusion.	representation, and expression. ● Connect texts to themes of empathy, respect, fairness, inclusion, and responsible citizenship. ● Collaborate with peers from diverse backgrounds to solve problems and share ideas. ● Reflect on how characters demonstrate empathy, resilience, and respect for others. ● Celebrate multilingualism by exploring words, expressions, and stories from different languages and cultures.	global issues. ● Collaborate with peers using equitable discussion and cooperative learning strategies. ● Connect literature to themes of empathy, respect, inclusion, fairness, and responsible citizenship. ● Use multilingual resources and explore the influence of languages and cultures on vocabulary. ● Incorporate accommodations and multiple means of engagement, representation, and expression to ensure all students can access and demonstrate learning. ● Reflect on characters' actions and decisions to build empathy, cultural awareness, and appreciation for diverse perspectives.
Resources: <i>(Include names of texts and all online resources)</i>	● <i>The Sisters Grimm: The Fairy-Tale Detectives</i> by Michael Buckley ● Blooket ● Quizlet ● CommonLit ● Quizziz ● StoryLine Online ● ReadWorks ● Pixton ● Esti-Mysteries	● <i>Number the Stars</i> by Lois Lowry ● Interdisciplinary topics: World War II, The Holocaust, Poetry, Black History, Women's History, Earth Systems ● <i>Holes</i> by Louis Sachar ● <i>Dog Called Kitty</i> by Bill Wallace ● <i>The Door in the Lake</i> by Nancy Butts	● <i>When You Reach Me</i> by Rebecca Stead ● Interdisciplinary Topics: matter, economy, human rights ● Blooket ● Quizlet ● CommonLit ● Quizziz ● StoryLine Online ● ReadWorks

	● Gimkit ● TPT ● EdPuzzle ● ReadWorks ● Scholastic, ● Achieve3000	● <i>Tarot Says Beware</i> by Betsy Byars ● <i>Sign of the Beaver</i> by Elizabeth George Speare ● <i>The Wish Giver</i> by Bill Brittain ● <i>The Friendship</i> by Mildred D. Taylor ● <i>The Golden Cadillac</i> by Mildred D. Taylor ● <i>Riding Freedom</i> by Pam Muñoz Ryan ● <i>Finding Buck McHenry</i> by Alfred Slote ● Blooket ● Quizlet ● CommonLit ● Quizziz ● StoryLine Online ● ReadWorks ● Pixton ● Esti-Mysteries ● Gimkit ● TPT ● EdPuzzle ● ReadWorks ● Scholastic, ● Achieve3000	● Pixton ● Esti-Mysteries ● Gimkit ● TPT ● EdPuzzle ● ReadWorks ● Scholastic, ● Achieve3000
Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i>	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed

3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced</i> 5. 504)	• Multi-media presentations • Sheltered Instruction • Consultation with CST • Manipulatives • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments • Provide copy of class notes • Pair visual prompts with verbal presentations • Provide regular home communications English Language Learners (ELLs) • Dictionaries/ Thesaurus • Mnemonic devices • Visual aids • Modeling • Provide notes to students as needed in native languageCultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations)	• Multi-media presentations • Sheltered Instruction • Consultation with CST • Manipulatives • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments • Provide copy of class notes • Pair visual prompts with verbal presentations • Provide regular home communications English Language Learners (ELLs) • Dictionaries/ Thesaurus • Mnemonic devices • Visual aids • Modeling • Provide notes to students as needed in native languageCultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations)	• Multi-media presentations • Sheltered Instruction • Consultation with CST • Manipulatives • Scaffolded Lessons • Guided note-taking • Study Guides • Modified homework • Differentiated pre-typed class notes and example problems • Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner • Use of alternate assessments • Provide copy of class notes • Pair visual prompts with verbal presentations • Provide regular home communications English Language Learners (ELLs) • Dictionaries/ Thesaurus • Mnemonic devices • Visual aids • Modeling • Provide notes to students as needed in native languageCultural responsiveness • Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations)
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	● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning ● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions	● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning ● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions	● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning ● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions
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	504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication	504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication	504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication
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