

Grade 5 ELA

Unit Title: Unit 1: In My Own Words: Personal Narrative

Stage 1: Desired Results

Standards & Indicators:

Language Domain

LWF.5.2.F Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

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

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

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.WF.5 Cursive Handwriting

Reading Domain

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

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).

Writing Domain

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

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.

Speaking & Listening Domain

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude, and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income	
9.2.5.CAP.8	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and

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		applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, design solutions exist, each better in some ways than the others.
8.2.5.ED.3	Follow step-by-step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Readers analyze how authors use narrative elements to develop meaning and engage readers. Writers apply narrative techniques, descriptive language, dialogue, and reflection to communicate personal experiences effectively, using feedback to strengthen their writing.		Essential/Guiding Question: How do personal narratives use elements of the genre to convey meaning to the reader?
Content: Elements of Personal Narrative Strong Verbs and Adjectives Personification Dialogue Theme Quoting Text Author's Perspective Evidence to Support a Point of View Tone Similes and Metaphors Close Reading Sensory Description Showing (Not Telling) Emotions		Objectives: Work independently and collaboratively to compare personal narratives to other forms of writing. Apply close reading strategies to monitor comprehension, including unfamiliar vocabulary. Identify and describe personification using accurate quotes from the text. Use dialogue in a text to analyze characters and their relationships with one another. Analyze and describe a theme in the text. State facts and make inferences using accurate quotes from the text. Compare and contrast the author's different perspectives at different ages.

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Creating Strong Images Narrative Writing Figurative Language Dialogue Create events Writing with evidence Tone Story Organization Sensory Descriptions Conclusions Revision Descriptive Language Dialogue Figurative Language Descriptive Language Collaborative Discussion Feedback Multimedia Presentation Oral Report Active Listening Cursive Handwriting	Identify the evidence that supports Rosa Parks's point that segregation was unjust. Compare and contrast the structures and tones of two texts. Identify similes and metaphors in a text. Infer and explain why the author included certain details, using quotes from the text. Determine the meaning of unknown words and phrases in a text, based on context. Track the author's emotions, quoting accurately from the text. Describe how language in texts creates a strong mental image for readers. Write a one-paragraph narrative about a first-time experience. Write using personification. Write a narrative about a moment that includes "showing, not telling" through dialogue. Describe events from specific points of view. Write a narrative containing evidence that supports a point of view. Write in multiple tones. Plan a personal narrative by outlining a sequence of events Draft a narrative with multiple sensory descriptions. Conclude writing a narrative. Revise a narrative based on teacher feedback. Describe emotions by showing behavior rather than telling the reader the emotions. Add showing details to classmates' telling sentences. Use correct punctuation and capitalization when writing dialogue. Identify similes and metaphors in a text. Write using similes and metaphors. Describe how language in texts creates a strong mental image for readers. Work independently and collaboratively to compare personal narratives to other forms of writing. Engage in a collaborative discussion about conflict in a personal narrative. Comment on classmates' narratives with feedback that is positive and specific. Describe how graphics from the narrative enhance the text Present a name narrative and display a graphic. Respond to presentations with positive and specific feedback. Present a name narrative with an image. Respond to presentations with positive and specific feedback. Deliver oral reports based on details from a personal narrative. Listen to classmates' narratives and provide positive and specific feedback. Introduce, review, and practice cursive letters for handwriting.
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Visual Performing Arts

- **1.4.5.Cr1c:** Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Social Studies

- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country
- **6.1.5.CivicsCM.3:** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.GeoHE.1:** Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

Health/P.E.

- **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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebooks
- Visual Representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn-and-Talk
Think-Pair-Share
Jigsaw
Annotation
Group Discussions
Conferencing
Conferring
Think Alouds
Small Group Instruction
Close Reading
Modeling
Student Goal Setting
Exit Ticket
Peer Reviews
Journaling

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Unit Title: Unit 2: Early Americas: Maya, Aztec, and Inca

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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.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.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.

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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.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

Language Domain

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.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.WF.5 Cursive Handwriting

Writing Domain

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

W.IW.5.2.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.

W.IW.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.IW.5.2.C Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

W.IW.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.5.2.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.

W.WP.5.4.A Consider audience, purpose, and intent before writing.

W.WP.5.4.B Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4.C Consider writing as a process, including self-evaluation, revision and editing.

W.WP.5.4.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.WP.5.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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.

Speaking and Listening Domain

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

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.1.5.FP.2	Identify the elements of being a good steward of money.	An individual's financial traits and habits affect his/her finances.
9.1.5.RMI.1	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by

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		avoiding or reducing the risk.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.

Content:

Compare and contrast
 Main idea and key details
 Summarize
 Theme
 Context Clues
 Similarities and Differences
 Compare and Contrast statements
 Identifying relevant facts through primary sources and text features
 Paraphrasing
 Main Idea and Details
 Notetaking
 Bibliography
 Creating captions that explain images related to topic
 Paragraph writing

Objectives:

Compare and contrast the geographical features of the Maya, Aztec, and Inca civilizations.
 Describe the organizational structure of the Maya civilization.
 Describe, summarize, and determine the theme of the Maya myth about the creation of the world and its people.
 Summarize the causes and effects of the decline of the Maya civilization.
 Determine the main ideas and key details about Tenochtitlan, including its formation and its success.
 Identify factors that contributed to the decline of the Aztec civilization and the role of Hernán Cortés.
 Identify and summarize key factors that contributed to the rise of the Inca Empire and explain how it became the largest pre-Columbian empire.

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Drafting, editing, and revising Use context clues to understand unfamiliar vocabulary Subject and predicates Action and linking verbs Morphology: prefixes: il-; ir-; inter-; -tract Spelling: mixed prefixes, patterns, and syllables Collaborative Discussion Feedback Multimedia Presentation Oral Report Active Listening Cursive handwriting	Summarize and explain the factors that contributed to the decline of the Inca Empire, including the impact of Francisco Pizarro and the Spanish conquest. Students will analyze and compare the Maya, Aztec, and Inca creation myths by identifying their main ideas, themes, similarities, and differences. Gather and record relevant facts about the geographical features of Mesoamerica and informational sources. Paraphrase information into concise notes to plan an informative paragraph. Compose a well-organized paragraph using notes to describe geographical features of the Maya civilization, including a topic sentence, supporting details, and a concluding sentence. Revise, edit, and rewrite their paragraphs using a rubric to improve organization, word choice, grammar, spelling, punctuation, and overall clarity. Identify the subjects and predicates in complete sentences. Differentiate between action verbs and linking verbs and use them correctly in writing. Determine the meanings of unfamiliar words by applying knowledge of the prefixes <i>il-</i>, <i>ir-</i>, and <i>inter-</i> and the root <i>tract</i>. Apply close-reading strategies to monitor comprehension, including unfamiliar vocabulary. Apply grade-level phonics and word analysis skills to decode unfamiliar words and encode spelling words accurately in reading and writing. Describe key components of a civilization. Identify present-day regions in the Americas where the Maya, Aztec, and Inca civilizations were located. Introduce, review, and practice cursive letters for handwriting.
<u>Interdisciplinary Connections:</u> Visual Performing Arts 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Science 5-PS2-1: Cause and effect relationships are routinely identified and used to explain change. 3-5-ETS1-1: People's needs and wants change over time, as do their demands for new and improved technologies 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features. Social Studies 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism. 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States 6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere. Health/P.E.	

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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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

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Benchmark Assessments

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- Oral Reading Fluency

Other Evidence:

- Student Data Notebooks
- Visual Representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn-and-Talk
Think-Pair-Share
Jigsaw
Annotation
Group Discussions
Conferencing
Conferring
Think Alouds
Small Group Instruction
Close Read
Modeling
Student Goal Setting
Exit Ticket
Peer Reviews
Journaling

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the

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Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities			following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Unit 3: Visions in Verse: Poetry

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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).

Language Domain

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.WF.5 Cursive Handwriting

Writing Domain

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

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

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

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

W.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.

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Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income	
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.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2:	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
8.2.5.ED.2:	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Tools and strategies for approaching poetry, trains them in the methods and devices that poets use, and equips		Essential/Guiding Question: What are some important qualities of a poem? How does figurative language differ from literal language?

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them to read and interpret both formal and free verse poems. It also enables them to practice what they have learned by giving them regular opportunities to create their own poems.	What skills or traits does someone need to write poetry? Big Ideas: • Poets use words, images, and literary devices to tell stories and share thoughts in beautiful and interesting ways. • Poetry is a creative and imaginative vehicle for expression that is not bound by formal constraints. • Poetry has been around for centuries, and it is a timeless, distinctive craft. • Interpreting texts and expressing ideas through poetry can build students' confidence and encourage creativity.
Content: Structure and form Anatomy Mapping Classification Poetic devices- Identification Repetition Metaphor Allusion Imagery Parellelism Meaning and inference- Tone Synthesis Interpretation Impact Context Deduction Evidence and analysis- Validation Comparison Deconstruction Narrative technique Text type Structural technique Scene sequence Character development Thematic development Word Meaning Peer Collaboration Collaborative Discussion Peer Review Collaborative Feedback Cursive Handwriting	Skills(Objectives): Define basic elements of a poem's structure Discuss poetic devices in a poem Identity tone and discuss the effects in an overall poem's message Identify the poetic device anaphora and its effect on a poem's meaning Use textual evidence to discuss a poem Make inferences about figurative language in two nature poems Label different rhyme schemes in poetry by analyzing a poem Summarize a poem's message Analyze how figurative language affects a poem's message Define and identify implied metaphors in a poem Identify allusions and discuss their effect on a poem Analyze a character's actions and poem's setting to make inferences Define characteristics of the villanelle poetry form Make inferences about a poem's meaning, using textual evidence Identify parallel structure in poetry and analyze its use in compare and contrast scenes Compare and contrast characters' reactions in a poem, using textual evidence Analyze a poem Identify poetic devices: personification and extended simile Create similes and metaphors describing the movements of animals Revise and incorporate metaphors in an original poem Create an original list poem Compose an original villanelle with a personal motto/slogan Revise and edit a villanelle draft based on peer feedback Create and share an original poem with parallel structure to contrast scenes Compose an original poem in which two characters respond differently to the same circumstance Compose an original ars poetica

Grade 5 ELA

	Revise and edit an ars poetica based on peer feedback Use context clues to understand unfamiliar vocabulary Read a poem to a partner Provide positive feedback on a partner's writing Summarize and discuss a villanelle Provide feedback on a partner's villanelle draft Read a poem to a partner Offer feedback on partner's writing Summarize an ars poetica Give feedback on a partner's poetics Introduce, review, and practice cursive letters for handwriting.
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Interdisciplinary Connections:

Visual Performing Arts

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Science

5-PS2-1: Cause and effect relationships are routinely identified and used to explain change.

Social Studies

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

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Health/P.E.

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).

Mathematics

5.OA.B.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency	<u>Other Evidence:</u> • Student Data Notebooks • Visual Representations • Graphic organizers • NWEA MAP
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share	<u>Resources:</u> ELA • CKLA LGBTQ and Disabilities Resources:
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Grade 5 ELA

Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close REad Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling	• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • GLSEN Educator Resources • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 4: A Knight's Tale: Don Quixote

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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.

Grade 5 ELA

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.

Language Domain

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

L.WF.5 Cursive Handwriting

Writing Domain

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

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

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

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.

Grade 5 ELA

8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
Central Idea/Enduring Understanding: In this unit, students read an adapted version of the classic novel Don Quixote. They focus on characters, plot, and other literary elements—such as characterization. Students trace the development of the plot, characters, and literary elements over the course of the novel. This exposes them to culturally relevant aspects of the timeless tale, including the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and memorable scenes—like the one involving windmills. Regarding grammar, students learn how to use commas in a series, and they continue developing their understanding of subject-verb agreement. They also learn how to effectively use compare and contrast words, the suffix –ness, and the root word vac.		Essential/Guiding Question: How can people with various personalities work alongside each other to “right the wrongs in the world”? What qualities does a chivalrous person have, and how might these qualities help an individual contribute to society? How can people with different personalities and goals get along? How can people fundamentally change over time? Big Ideas • Reading an adapted version of Miguel de Cervantes’s 1605 novel Don Quixote gives students the opportunity to experience a literary classic. • The themes found in Don Quixote include morality, class, and worth, and they are still relevant today. • Tracing the development of plot, characters, and literary elements throughout the course of a novel enhances students’ reading experiences and understanding of the text.
Content: Plot Structure Inferences Meaning of words and phrases Compare and Contrast Reference Materials Author’s Purpose Figurative Language Meaning Compare and Contrast Similar Texts Infer Summarize Plot details Character Traits Irony Author’s Purpose Metaphors Characterization Fact and Opinion Key Details Structure of an opinion essay Opinion statements Claims Supporting details Introduction Text evidence to support ideas Body Paragraphs		Skills(Objectives): Identify the beginning stages of the story’s plot structure Make inferences regarding a character’s personality Determine the meaning of words and phrases, using context from the text Compare and contrast Don Quixote’s process for becoming a knight with the process described in a nonfiction text Consult a reference page to determine the meaning and practice the pronunciation of key terms Identify and explain how the author’s word choice and use of figurative language affect the text Consult a reference page to determine the meaning and practice the pronunciation of key terms Compare and contrast the details and dialect in two adaptations of a story Make inferences about a character’s personality Summarize key events that add to the plot’s development Identify plot details and the obstacles that Don Quixote and Sancho Panza encounter Describe Don Quixote and Sancho Panza’s character traits using textual evidence Identify the types of irony—verbal, situational, and dramatic—Sancho and Don Quixote encounter Examine the author’s word choice and writing style during a close reading of the text

Grade 5 ELA

Conclusion Paragraphs Revision Grammar Morphology Spelling Tone Cursive Handwriting	Identify and discuss the author's use of figurative language, specifically the use of metaphors Explain the final characterization of Don Quixote using textual evidence Distinguish fact from opinion Support a decision with reasons and information Identify the structure and parts of an opinion essay Write opinion statements using textual evidence Write a claim Identify the importance of supporting evidence Draft the introductory paragraph of an opinion essay Provide textual evidence to support an opinion in the body paragraphs of an opinion essay Draft two body paragraphs of an opinion essay Draft a concluding paragraph for an opinion essay Peer review and feedback of an opinion essay Self-reflect and set personal writing and revision goals using peer feedback Identify and form sentences in the present tense that contain noun subjects and action verbs Identify and form sentences in the present tense that contain pronoun subjects and action verbs Identify the meanings of words with the suffix –ness and use them correctly in sentences Write present-tense sentences in which the subject and the linking verb agree Write complete sentences in the present tense using proper subject-verb agreement Create sentences using words and phrases that compare and contrast Correctly use commas to separate items in a series in a sentence Distinguish between root words and words with the suffix –ness and use them correctly in sentences Identify the meaning of words using the Latin root vac and use them correctly in sentences Create words using the prefixes il–, ir–, and inter–; the suffix –ness; and the root tract Correctly use the prefixes il–, ir–, and inter–; the suffix –ness; and the root tract Spelling Words with mixed patterns/syllables Correctly form complete sentences using words with the root vac Spelling Words with mixed affixes, patterns, and syllables Modify speech to match the respectful and solemn atmosphere of a memorial service Introduce, review, and practice cursive letters for handwriting.
<u>Interdisciplinary Connections:</u> Visual Performing Arts 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Science	

Grade 5 ELA

5-PS2-1: Cause and effect relationships are routinely identified and used to explain change.

5-ETS-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.

5-ESS2-2: Obtain and combine information to describe climates in different regions of the world.

Social Studies

6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

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

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States

Health/P.E.

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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebooks
- Visual Representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn- and- Talk
Think-Pair- Share
Jigsaw
Annotation
Group Discussions
Conferencing
Conferring
Think Alouds
Small Group Instruction
Close REad
Modeling
Student Goal Setting
Exit Ticket
Peer Reviews
Journaling

Resources:

ELA

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

Grade 5 ELA

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 5: The Deep Blue World: Oceans

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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

L.WF.5.2b. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

L.WF.5.2c. Ensure agreement between subject and verb and between pronoun and antecedent.

L.WF.5.2h. Spell grade-appropriate words correctly, consulting references as needed.

L.WF.5 Cursive Handwriting

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.VL.5.2b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.WF.5 Cursive Handwriting

Reading Domain

RI.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.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.

Grade 5 ELA

RI.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.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.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.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 Domain

W.IW.5.2a. 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.

W.IW.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.IW.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.5.2e. Provide a conclusion related to the information or 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.

W.WP.5.4a. Consider audience, purpose, and intent before writing.

W.WP.5.4b. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4c. Consider writing as a process, including self-evaluation, revision and editing.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.5.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.PE.5.1d. 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.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.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
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.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.GCA.1	Analyze how cultural shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.

Grade 5 ELA

9.4.5.IML.1	Evaluate digital resources for accuracy, perspective, credibility and relevance.	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.	Specific situations require the use of relevant sources of information.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such personal, academic, community and global.	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.	Data can be organized, displayed, and presented to highlight relationships.
8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.
8.2.5.ETW.2	Describe ways that various technologies are used to reduce improper use of resources.	The technology developed for the human designed world can have unintended consequences for the environment. Technology must be continually developed and made more efficient to reduce the need for non-renewable resources.

<u>Central Idea/Enduring Understanding:</u> Deep Blue World: Oceans is an informational unit that explores the diversity of animal and plant life within six ocean ecosystems. Students read rigorous informational texts and consider big questions regarding the characteristics of ocean environments that support thriving ecosystems. Informational texts and paired texts about marine biologists, oceanic phenomena, and marine life are used to develop students' reading and writing skills. Student Performance Assessment 2 can also be administered at the end of this unit to evaluate students' progress at this point in the year.	<u>Essential/Guiding Question:</u> How can we understand the diversity and the study of the Earth's oceans? <u>Big Ideas:</u> • Animal and plant life in each of the six ocean ecosystems is widely diverse. • Unique ocean environments create a range of animal adaptations. • Marine biologists' work in conservation helps preserve plants and animals in each of the six ocean ecosystems.
<u>Content:</u> Text Details Cause and Effect Relationships Multiple Texts Main Ideas and key details Text Evidence Gather multiple texts Inferences Relationships and Ideas Writing about science Use cause and effect structure Text evidence to support	<u>Skills(Objectives):</u> Identify characteristics of ocean ecosystems using quotations and paraphrased text details. Determine the cause and effect relationships in an informational text Complete a graphic organizer about the relationship between a marine animal's adaptations and its environment Read and compare paired informational texts about important people and discoveries in the marine biology field Find and record key information, including main ideas and details

Grade 5 ELA

Supporting details Stamina Plan writing Drafting for length and purpose Domain-specific vocabulary Organize writing Components of an informational essay Revise Edit Summarize Morphology Spelling Grammar Collaborative discussion Formal/ Informal Language Discuss inferences Multimedia Presentation Cursive Handwriting	Explain information about the work of marine biologists and ocean environments using textual evidence Gather information from multiple texts to propose a solution to the Pacific garbage patch problem Find facts and make inferences about animals in an ecosystem while reading multiple informative texts Identify important relationships and ideas based on information in informative texts Use notes to write a paragraph explaining one example of a food web. Show the cause and effect relationships of ocean environments and the animals that live there Write a paragraph, drawing supporting details from two informational texts to explain how a creature's adaptations connect to its environment Write an informative paragraph about marine biology accomplishments using supporting details from paired informational texts Write multiple paragraphs explaining characteristics of coral reefs and kelp forests Use a graphic organizer to plan writing Write multiple paragraphs explaining characteristics of estuaries and mangrove forests Write multiple paragraphs explaining characteristics of the open sea and the deep sea using precise vocabulary from the reading Complete an outline with relevant information from informational texts using summary and paraphrasing Draw evidence from an outline to develop introduction, body, and conclusion paragraphs Revise a draft using peer feedback Use an editing checklist Edit several paragraphs using peer and teacher feedback, and knowledge of English language conventions Write a summary of peers' work, including the identification of main ideas and supporting details Analyze the meanings of words using their knowledge of the word –bio Analyze the meanings of words that contain the word part photo– Analyze the meanings of words that contain the word part micro– Spelling Words with mixed patterns/syllables Introduce Spelling Words: mixed patterns/syllables Apply grade-level phonics and word analysis skills to decode and encode spelling words Demonstrate a command of the conventions of standard English capitalization and punctuation Use images and agreed-upon discussion guidelines to share ideas in a whole group Identify the main idea and supporting details about animals in an ecosystem while reading informational texts
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Grade 5 ELA

	Identify facts and make inferences about animals in an ecosystem while reading informative texts Produce multimedia presentations to support a writing piece, demonstrating knowledge of an ecosystem and its inhabitants Report learnings using relevant, descriptive details in a multimedia display Introduce, review, and practice cursive letters for handwriting.
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Interdisciplinary Connections:

Visual Performing Arts

1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.

Science

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

5-LS1-1 Support an argument that plants get the materials they need for growth chiefly from air and water.

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

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

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

Math

5.DL3.A.1 Understand how different visualizations can highlight different aspects of data. Ask questions and interpret data visualizations to describe and analyze patterns.

Social Studies

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessment
- Benchmark Assessments
- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebooks
- Visual Representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn- and- Talk
Think-Pair- Share
Jigsaw
Annotation
Group Discussions
Conferencing

Resources:

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)

Grade 5 ELA

Conferring Think Alouds Small Group Instruction Close REad Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling	• Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 6: Cultures and Histories: Native Americans

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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.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.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same

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genre or about texts on the same or similar topics.

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).

Writing Domain

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.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.5.1.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.

W.AW.5.1.B Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

W.AW.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.AW.5.1.D Provide a conclusion related to the opinion presented.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

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

W.NW.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

Language Domain

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

L.WF.5.2.A Avoid fragments, run-ons and rambling sentences, and comma splices.

L.WF.5.2.B Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

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.VL.5.2.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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

L.WF.5.2G. 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?).

L.WF.5 Cursive Handwriting

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility, and relevance.	Digital tool resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering

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9.4.5.CT.3	Describe how digital tools can be used to solve problems and communicate ideas	data, seeking resources, and applying critical thinking skills.
9.4.5.TL.1	Compare the common uses of technology and explain how technology has improved daily life.	Different digital tools have different purposes.
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.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital).
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: This unit explores Native Americans' deep connections to the lands where they have lived and the impacts of 1800s U.S. government policies and settlers on their cultures. The Reader's complex texts prepare Grade 5 students for future advanced vocabulary and syntax. Students read stories from specific tribes to better understand how these stories communicate values and a shared history across generations of tribal members. In "We're Still Here," students learn about modern Native American efforts to preserve languages, lands, and traditions.		Essential/Guiding Question: What makes Native American cultures unique? What can be learned from Native American mythology? What impact did the arrival of outsiders—such as explorers, missionaries, settlers, and the U.S. government—have on Native Americans' way of life?

Grade 5 ELA

Content: Drawing Inferences Vocabulary in context Analyze and use text evidence Identify cause and effect through informational text Tone Theme Author's point of view Compare and Contrast Quoting accurately from the text Drawing information from multiple sources Coordinating/subordinating conjunctions Complex sentences Verb tense Morphology: suffixes -tion, -sion; prefixes: fore- Interjections Prepositions Transitional Words Morphology/Vocabulary: tension, regalia, remnant, immunity, nimble, distinguishing, meek, encroach, prosper, tumult, reckless, revived, substantial, resilience Use evidence to support claim Cursive Handwriting Opinion Writing Supporting opinion with text support Planning an opinion essay Transitional words and phrases	Skills(Objectives): Use details from the text to comprehend and draw inferences about the impacts that European settlers and explorers had on the lives of Native Americans. Determine meaning of words and phrases from the text to infer the regions in which Native American tribes lived. Introduce, review, and practice cursive letters for handwriting. Describe the relationships or interactions between Native American tribes and European settlers based on textual information. Analyze how illustrations in a story contribute to its meaning and tone. Determine the theme in a story. Use the text to explain details of Native American life explicitly and inferentially. Quote from the text to explain how the environment influenced the lives and cultures of Native Americans of the Pacific Northeast. Explain the relationships between Native Americans, settlers, and the United States government based on text. Analyse a text to note the differing perspectives. Explain the function of coordinating and subordinating conjunctions. Use a comma to punctuate complex sentences as dependent, introductory clauses. Recognize and correct inappropriate shifts in verb tense. Analyze and distinguish between root words and words with prefixes and suffixes: fore-, -tion, -sion. Identify and use transitional words or phrases. Link reasons, evidence and commentary in support of a claim. Introduce, review, and practice cursive letters for handwriting. Identify the structure and purpose of an opinion essay. Identify the claim, reasons, and supporting evidence in an opinion essay. Evaluate a model opinion essay. Draw on multiple sources to locate and paraphrase information in support of an opinion. Plan an opinion essay. Draft an introduction. Use transitional words and phrases to link reasons, evidence to support a claim. Apply the stages of the writing process (prewriting, drafting, revising, editing, and publishing) to develop a well-organized opinion essay that includes a clear claim, logical reasons, supporting evidence, and an effective conclusion.
Interdisciplinary Connections: Arts / Music / Visual and Performing Arts	

Grade 5 ELA

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Social Studies

6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Science

3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.

3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Health/P.E.

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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass
- Spelling

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebooks
- Visual Representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn- and- Talk
Think-Pair- Share
Jigsaw
Annotation
Group Discussions

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

Grade 5 ELA

Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling	DEI Educational Resources: • Learning for Justice • GLSEN Educator Resources • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Unit 7: Novel Study: The Phantom Tollbooth

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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

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.

L.VI.5.3b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.5.3c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Grade 5 ELA

L.WF.5 Cursive Handwriting

Reading Domain

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

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

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

RL.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.

Writing Domain

W.IW.5.2. Write informative/explanatory texts to 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.NW.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.NW.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations

W.NW.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely

W.NW.5.3e. Provide a conclusion that follows from the narrated experiences or events.

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

W.WP.5.4a. Consider audience, purpose, and intent before writing.

W.WP.5.4b. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4c. Consider writing as a process, including self-evaluation, revision and editing.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

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

SL.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

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such a person, academic, community and global.	
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.	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.	Culture and geography can shape an individual's experiences and perspectives.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

Grade 5 ELA

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.	Data can be organized, displayed, and presented to highlight relationships.
8.1.5.AP.1	Compare and refine multiple algorithms for the same task and determine which is the most appropriate.	Different algorithms can achieve the same result. Some algorithms are more appropriate for a specific use than others.
8.1.5.AP.5	Modify, remix, or incorporate pieces of an existing program into one's own work to add additional features or create a new program.	Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.
<u>Central Idea/Enduring Understanding:</u> This unit focuses on the classic novel The Phantom Tollbooth by Norman Juster. The story follows Milo, a young boy who finds that a phantom tollbooth has suddenly appeared in his bedroom with a mysterious note. As students progress through the novel and the lessons, they read the text closely, learn to analyze characters and settings, and examine the use of language and themes. In particular, students analyze figurative language and other literary techniques; make inferences about characters, settings, plot development, and the author's craft; and interpret multiple-meaning words.		<u>Essential/Guiding Question:</u> How do good readers utilize novels to understand plot, literary techniques, and story themes?
<u>Content:</u> Word Choice Idioms Character Traits Inferences Figurative Language Text Evidence Compare and Contrast details Settings Theme Meaning of wordplay Character Interactions Compare and Contrast characters Character Development Setting Idioms and homophones Text evidence to support character traits Setting Figurative language Dialogue Sensory Details Plan a Narrative Character Sequence of events Evaluate writing		<u>Skills(Objectives):</u> Analyze the author's word choice and language. Demonstrate an understanding of multiple-meaning idioms and phrases using context from the text. Identify examples of how the author uses double meaning to convey character traits. Infer character traits by examining the author's use of language and word choice Infer setting details using evidence from the text Analyze figurative language in doublemeaning names from the text Identify and interpret figurative language in the text Describe character traits and perspective using textual evidence Compare and contrast the sensory details found in two settings Analyze the characteristics of multiple settings, including the use of sensory details and figurative language Analyze a scene to determine how it contributes to a theme in the novel Determine the meaning of words in the story using context clues and knowledge of wordplay Determine how an interaction between characters reflects the text's theme

Grade 5 ELA

Descriptive details Dialogue to show characterization Conclusion Peer revise Revise Publish Idioms and homophones Figurative language Meaning of words/ phrases Multimedia Presentation Cursive Handwriting	Compare and contrast two characters using textual evidence Infer how the plot influences the main character's development Make inferences to analyze and reimagine a setting in the text Explain how idioms and homophones are used in the text Draw evidence from the text to identify Milo and Tock's character traits Draw evidence from the text to infer details about the setting Write a narrative scene that includes figurative language Describe the perspective of a character from the text using dialogue Use sensory details and textual evidence to describe a setting in the text Draw evidence from the text to plan a narrative with a character from the text in a new setting Plan a narrative with a character from the text in a new setting Draft a narrative containing a clear sequence of events Evaluate their writing for coherent ideas Add descriptive details to the setting in a narrative draft Add dialogue that reflects a character's traits to a narrative draft Add a conclusion to a narrative writing piece Participate in a peer review of a narrative draft Revise a narrative writing piece using peer input and knowledge of word choice Revise and edit a narrative writing piece using peer input and knowledge of word choice Publish a narrative writing piece and share it with peers Demonstrate an understanding of multiple-meaning idioms and homophones Identify examples of alliteration, idioms, and synonyms in the text Identify the meaning of figurative language phrases Examine the meanings of closely related words to determine their relationship to each other Share maps to summarize and describe text-based details of a setting in the text Present a narrative and explain a character, the setting, and the conflict clearly. Introduce, review, and practice cursive letters for handwriting.
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Interdisciplinary Connections:

Visual Performing Arts

1.5.5CR1a Brainstorm and curate ideas to demonstrate how art can communicate an author's message.

Health/ PE

2.1.5EH.2 Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

Social Studies

6.1.5.GeoSV.1 Identify the maps or types of maps most appropriate for specific purposes.

6.1.5 GeoSV.2 Use maps to explain the impact of location and place on the relationships between places.

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Math

5.G.A.1 Graph points on the coordinate plane to solve real-world and mathematical problems.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebooks
- Visual Representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn- and- Talk
Think-Pair- Share
Jigsaw
Annotation
Group Discussions
Conferencing
Conferring
Think Alouds
Small Group Instruction
Close REad
Modeling
Student Goal Setting
Exit Ticket
Peer Reviews
Journaling

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the

Grade 5 ELA

Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities			following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Unit 8: Arts and Culture: The Renaissance

Stage 1: Desired Results

Standards & Indicators:

Reading Domain

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

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.

Writing Domain

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

W.IW.5.2.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.

W.IW.5.2.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.

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.

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.

Speaking and Listening Domain

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

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Language Domain

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

L.WF.5.2.A Avoid fragments, run-ons and rambling sentences, and comma splices.

L.WF.5.2.B Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

L.WF.5.2.H Spell grade appropriate words correctly, consulting references as needed.

L.WF.5 Cursive Handwriting

Grade 5 ELA

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.VL.5.2.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. L.VL.5.2.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.KL.5.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.		
Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1:	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values
Central Idea/Enduring Understanding: This unit provides broad exposure to Renaissance art and literature through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and		Essential/Guiding Question: Essential Questions: What made the Renaissance such a cultural revolution? What is the “spirit of the Renaissance”? How does the Renaissance still affect us today?

Grade 5 ELA

Shakespeare. Students learn that the Renaissance was a cultural movement that began in Italy, swept through Europe, and resulted in increased trade between European countries.	
Content: - Inferences - Relationships - Evidence - Quoting Accurately - Inferencing - Main Ideas and Key Details - Analyze relationships - Paraphrase during notetaking - Planning writing - Use reasons and evidence - Draft informative paragraph - Plan writing - Gather evidence - Text Evidence as supporting details - Revise Writing - Edit writing - Grammar - Morphology - Present and actively listen	Skills(Objectives): - Make text-based inferences about the civilizations and time periods that led to the Renaissance - Explain the relationship between factors that inspired the Renaissance movement using evidence from the text - Describe the techniques and features of Renaissance art and architecture by quoting accurately from the text - Make inferences about Leonardo da Vinci's ideas and accomplishments using evidence from the text - Make inferences about how da Vinci's ideas and accomplishments represented the spirit of the Renaissance using textual evidence - Make inferences about the artistic achievements of Michelangelo and Raphael using textual evidence - Make inferences about how Michelangelo's and Raphael's works of art represent the spirit of the Renaissance using textual evidence - Make inferences about the opportunities women had during the Renaissance using textual evidence - Identify the main ideas in the text and explain how they are supported by key details - Identify the main ideas in the text and explain how they are supported by key details - Analyze the relationship between particular words and phrases in the text Draw inferences from the text - Describe the relationship between the cultural norms set for women in the Renaissance and the ways women challenged those norms - Describe the relationship between the artists of northern Europe and the Renaissance movement in Italy - Gather information about Renaissance art and architecture by paraphrasing information in notes - Plan an informative paragraph about da Vinci's ideas and accomplishments by identifying a topic, reasons, and evidence - Write an informative paragraph about da Vinci's ideas and accomplishments Use reasons and evidence related to the topic - Draft an informative paragraph about Raphael's artistic achievements Identify a topic and use related reasons and evidence - Plan an informative piece about a person from the Renaissance Identify a topic and gather relevant evidence using note-taking techniques - Draft an informative piece about a person from the Renaissance Use reasons and gather relevant evidence using note-taking techniques - Draft an informative piece about a person from the Renaissance Use reasons and gather relevant evidence

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	Revise an informative piece by linking ideas within and across categories of information Revise an informational piece to develop the topic with relevant information and examples Edit an informative piece so it follows the conventions of standard English capitalization, punctuation, and spelling Use the past tense to convey various times, sequences, states, and conditions Recognize and correct inappropriate shifts in verb tense Identify and explain the function of prepositions and prepositional phrases in sentences Use and explain the function of prepositions and prepositional phrases in sentences Identify and use correlative conjunctions in a variety of sentences Write short paragraphs using correlative conjunctions Use correlative conjunctions when writing sentences Accurately read multisyllabic words with the prefixes im– and in– out of context Morphology: Use the prefixes im– and in– as clues to determine the meaning of words Word Work: Uncharted Morphology: Accurately read multisyllabic words with the prefix ex– out of context Introduce Use the prefix ex– as a clue to determine the meaning of words Use the root serve as a clue to determine the meaning of words Use and spell words with the root serv in sentences Spelling Words with mixed patterns/syllable Spell grade appropriate words correctly Introduce Spelling Words with mixed patterns/syllables, antonyms Share informative writing with a partner
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Interdisciplinary Connections:

Arts / Music / Visual and Performing Arts

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Social Studies

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

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

Health/P.E.

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).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Other Evidence:

- Student Data Notebooks
- Visual Representations
- Graphic organizers

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Summative Assessments - CKLA Unit Assessment Benchmark Assessments - Student Performance - DIBELS - Oral Reading Fluency	NWEA MAP
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling	<u>Resources:</u> ELA: - CKLA LGBTQ and Disabilities Resources: LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: Learning for Justice GLSEN Educator Resources NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission Interactive Curriculum https://www.nj.gov/education/holocaust/centers/
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators,

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Propose interest-based extension activities			dictionaries
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Unit Title: Unit 9: Building Up the World: Global Architecture

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

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

L.KL.5.1.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.

L.VL.5.2.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

L.WL.5 Cursive Handwriting

Reading Domain

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

RI.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.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 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.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 Domain

W.AW.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.IW.5.2a 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.

W.IW.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.IW.5.2c Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

W.WP.5.4a Consider audience, purpose, and intent before writing.

W.WP.5.4b Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.5.4c Consider writing as a process, including self-evaluation, revision and editing.

W.WP.5.4e After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5 Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6 Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7 Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Speaking and Listening Domain

SL.PE.5.1a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.PE.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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.

Career Readiness, Life Literacies and Key Skills/Computer Science and Design Thinking

Standard	Performance Expectations	Core Ideas
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills and certifications.	
9.4.5.GCA.1	Analyze how culture shapes individuals and communities perspectives and points of view.	Culture and geography shape an individual's experiences and perspectives.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.	
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.	
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance.	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.IML.2	Create a visual representation to organize information about a problem or issue.	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.	Data can be organized, displayed and presented to highlight relationships.
8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.	The development and modification of computing technology is driven by an individual's needs and wants and can affect individuals differently.
8.2.5.ED.1	Explain the functions of a system and its subsystems.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design

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8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.	challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step-by-step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.	
8.2.5.ED.4	Explain factors that influence the development and function of products and systems.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society.
8.2.5.NT.1	Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.	Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.

<u>Central Idea/Enduring Understanding:</u> Architecture is a visual and structural reflection of human civilization, where scientific principles, cultural values, environmental conditions, and intended utility converge to dictate the form and evolution of built environments.	<u>Essential/Guiding Question:</u> How do we interpret and express the ideas of a time period and culture through architecture?
<u>Content:</u> Main Ideas Key Details Compare and contrast Analyze information Inferences Compare and contrast similar texts Inferences Summarize Annotate Analyze sources Write to compare Gather information Paraphrase information Generate ideas Revise Draft paragraphs Plan writing Introduction Paragraph Bibliography page	<u>Skills(Objectives):</u> Identify the main ideas related to building techniques and details about the architecture in the text Generate and answer questions about key details in the text. Compare and contrast the architectural styles of Vertner Woodson Tandy's Villa Lewaro and Frank Lloyd Wright's Fallingwater Analyze information about two different school buildings, noting similarities and differences Read and draw inferences about the function and form of skyscrapers Draw on information to compare and contrast skyscrapers Understand and make inferences about the purpose of memorials Read, summarize, and discuss Antoni Gaudí's career path and works Read and annotate a text about the National Museum of the American Indian

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Body paragraphs Revise Transition Words Multimedia Peer review Revise Publish Multimedia Purpose of writing Determine meaning of words Collaborative Discussion Presentation Discussion Draw conclusions Evaluate information Plan presentations Presenting Active Listening Multimedia Cursive Handwriting	Analyze primary and secondary sources to gather information about architectural works Compare the architecture of world civilizations to structures of government buildings in the United States Identify and gather relevant information from various sources using a bibliography page Paraphrase and use textual evidence to write paragraphs about architectural styles Work with a partner to generate research questions for the culminating writing task Revise a research question about architecture Design a skyscraper and write paragraphs persuading the city council to build it Plan and outline an informative writing piece related to a research topic Plan and draft an introductory paragraph Develop body paragraphs with relevant facts, concrete details, or other information Identify and gather relevant information from various sources using a bibliography page Develop body paragraphs with relevant facts, concrete details, or other information Revise and add on to informational writing, with the teacher's assistance Revise by adding transition words and combining or reducing sentences to clarify meaning and style Create a visual component to accompany the presentation of research findings Summarize and provide feedback for a peer's informative writing Use peer feedback for a final revision to an informative writing draft Publish an informative writing piece using technology and keyboarding skills to incorporate revisions and edits Make final revisions to a presentation and visual component to incorporate feedback Write a letter of advice to a future Grade 5 student, reflecting on learning and providing advice Word Work Discuss what they know and wonder about early architecture and the role of architects Work with a partner to develop a research question related to the text Present an infographic in a small group Discuss the possible details, form, and function of memorials Draw conclusions about memorials Discuss how Gaudí's work inspires innovative thinking and relates to other architects Evaluate and discuss the sample informational text Review a model visual component to understand expectations for the oral and visual parts of a presentation
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	Practice presenting research and visual component to classmates for rubric-centered feedback Present research to an audience Use a visual component to support the information and ideas presented
<u>Interdisciplinary Connections:</u> Science 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. Math Measurement (5.M) Convert like measurement units within a given measurement system Visual & Performing Arts Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency	<u>Other Evidence:</u> • Student Data Notebooks • Visual Representations • Graphic organizers • NWEA MAP
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling	<u>Resources:</u> ELA: • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • GLSEN Educator Resources • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
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 Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Partner Support Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Pacing Guide

Content	Resources	Standards
UNIT 1: Marking Period 1		
In My Own Words: Personal Narratives 18 Days Cursive Writing Unit 1 (Week 3) (14 Lessons in order) outside of core literacy instruction)	CKLA Student Performance Assessment Personal Narrative Writing Unit Online Assessment	Standards L.WF.5.2.F L.WF.5.2. L.VI.5.3. L.RF.5.3 L.WF.5 RI.CR.5.1. RI.IT.5.3. RI.TS.5.4. RI.AA.5.7. W.NW.5.3. W.WP.5.4. SL.PE.5.1. SL.PI.5.4. SL.UM.5.5.
UNIT 2: Marking Period 1		
Early Americas: Maya, Aztec, and Inca 18 Days	CKLA Spelling Assessment (Lesson 10 and Lesson 15)	Standards RL.CR.5.1. RL.CI.5.2.

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Cursive Writing Unit 1 (Week 3) (14 Lessons in order) outside of core literacy instruction)	Writing Process Informational Writing Unit Online Assessment	RL.CT.5.8. RI.CR.5.1. RI.CI.5.2. RI.IT.5.3. RI.TS.5.4. RI.MF.5.6. L.RF.5.3. L.VL.5.2. L.WF.5 W.IW.5.2. W.IW.5.2.A. W.IW.5.2.B W.IW.5.2.C W.IW.5.2.D W.IW.5.2.E W.WP.5.4. W.WP.5.4.A W.WP.5.4.B W.WP.5.4.C W.WP.5.4.D W.WP.5.4.E W.SE.5.6. SL.II.5.2.
UNIT 3: Marking Period 2		
Visions in Verse: Poetry 18 Days Cursive Handwriting Practice	CKLA Crafting poems Unit Online Assessment :Oral Reading Fluency	Standards RL.CR.5.1. RL.CI.5.2. RL.IT.5.3. L.RF.5.3. L.WF.5 W.NW.5.3. W.WP.5.4. W.SE.5.6.
UNIT 4: Marking Period 2		
A Knight's Tale: Don Quixote 18 Days Cursive Handwriting Practice	CKLA Opinion Essay Writing Spelling Assessment (Lesson 10 and Lesson 15) Unit Online Assessment	Standards RL.CR.5.1. RL.CI.5.2. RL.IT.5.3. RL.TS.5.4. L.RF.5.3. L.WF.5.2. L.WF.5 W.AW.5.1. W.WP.5.4. W.WR.5.5.
UNIT 5: Marking Period 3		
The Deep Blue World: Oceans 18 Days Cursive Handwriting Practice	CKLA Spelling Assessment (Lesson 6 and Lesson 11) Writing to Inform	Standards L.RF.5.3. L.WF.5.2. L.WF.5.2b.

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	Student Performance Assessment Unit Online Assessment:	L.WF.5.2c. L.WF.5.2h. L.WF.5 L.VL.5.2. L.VL.5.2b. RI.CR.5.1. RI.CI.5.2. RI.IT.5.3. RI.PP.5.5. RI.MF.5.6. RI.CT.5.8. W.IW.5.2a. W.IW.5.2b. W.IW.5.2d. W.IW.5.2e. W.WP.5.4. W.WP.5.4a. W.WP.5.4b. W.WP.5.4c. W.SE.5.6. W.RW.5.7. SL.PE.5.1a. SL.PE.5.1b. SL.PE.5.1c. SL.PE.5.1d. SL.II.5.2. SL.PI.5.4. SL.UM.5.5. SL.AS.5.6.
UNIT 6: Marking Period 3		
Cultures and Histories: Native Americans 18 Days Cursive Handwriting Practice	CKLA Spelling Assessment (Lesson 10 and Lesson 16) Opinion Essay Unit Online Assessment	Standards RI.CR.5.1. RI.IT.5.3. RI.MF.5.6. RI.CT.5.8. RI.IT.5.3. W.WP.5.4. W.AW.5.1. W.AW.5.1.A W.AW.5.1.B W.AW.5.1.C W.AW.5.1.D W.WR.5.5. W.NW.5.3. W.NW.5.3.C. L.WF.5.2. L.WF.5.2.A L.WF.5.2.B L.VL.5.2. L.VL.5.2.A L.VL.5.2.B L.WF.5.2.

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		L.WF.5.2G. L.WF.5
UNIT 7: Marking Period 3 & 4		
Novel Study: The Phantom Tollbooth 18 Days Cursive Handwriting Practice	CKLA Narrative Writing Unit Online Assessment	Standards L.WF.5.2 L.VL.5.2 L.VI.5.3. L.VI.5.3b L.VI.5.3c L.WF.5 RL.CR.5.1 RL.CI.5.2 RL.IT.5.3. RL.TS.5.4. W.IW.5.2. W.NW.5.3. W.NW.5.3a. W.NW.5.3b. W.NW.5.3d. W.NW.5.3e. W.WP.5.4. W.WP.5.4a. W.WP.5.4b. W.WP.5.4c. W.RW.5.7. SL.II.5.2. SL.PI.5.4.
UNIT 8: Marking Period 4		
Arts and Culture: The Renaissance 19 Days Cursive Handwriting Practice	CKLA Informative Writing Unit Online Assessment Spelling Assessment	Standards RI.CR.5.1. RI.CI.5.2. RI.IT.5.3. RI.TS.5.4. W.SE.5.6. W.IW.5.2. W.IW.5.2.A W.IW.5.2.B W.NW.5.3. W.RW.5.7. W.WP.5.4. SL.II.5.2. SL.ES.5.3. L.WF.5.2. L.WF.5.2.A L.WF.5.2.B L.WF.5.2.H L.WF.5 L.VL.5.2. L.VL.5.2.A L.VL.5.2.B L.KL.5.1.

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		L.KL.5.1.A
UNIT 9: Marking Period 4		
Building Up the World: Global Architecture 18 Days Cursive Handwriting Practice	CKLA Research Writing Student Presentation Assessment End of Year Assessment	Standards L.RF.5.4 L.WF.5.2 L.KL.5.1.b L.VL.5.2 L.VL.5.2.b L.WL.5 RI.CR.5.1 RI.CI.5.2 RI.IT.5.3 RI.TS.5.4 RI.PP.5.5 RI.CT.5.8 W.AW.5.1 W.IW.5.2a W.IW.5.2b W.IW.5.2c W.WP.5.4a W.WP.5.4b W.WP.5.4c W.WP.5.4e WR.5.5 W.SE.5.6 W.RW.5.7 SL.PE.5.1a SL.PE.5.1c. SL.PE.5.1d SL.UM.5.5 SL.AS.5.6