

Long Beach Island Consolidated School District Curriculum Guide

Original Adoption:	August 2024
Created by:	Ocean County Curriculum; Nora Maloney, Sheri Hebrew, Sandy McCue, Dawn Gawalis, Erin Colling
Revised on:	August 2024
Revised by:	C. McBride and L. Daly
Revised on:	August 2026
Revised by:	Cathy McBride and Laura Daly

Cursive Writing Curriculum added to Grades 3, 4, and 5 as of September 2026:

NJ DOE Broadcast

<https://www.nj.gov/education/broadcasts/2026/feb/11/CursiveHandwritingInstruction.pdf>

<https://irrc.education.uiowa.edu/lifter>

Literacy LIFTER (Letter Identification and Formation for Transcription and Early Reading) is a free tool designed to empower educators and caregivers in supporting students' handwriting and early reading skills. It provides users with evidence-based materials to teach and assess handwriting and letter knowledge (i.e., letter names and sounds) to pre-kindergarten and elementary-aged students.

<https://irrc.education.uiowa.edu/resources/apps-and-tools/clifter>

CLIFTER (Cursive Letter Identification and Formation for Transcription and Early Reading) is a free tool designed to empower educators and caregivers in supporting students' cursive handwriting and early reading skills

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Printable Flashcards

<https://irrc.education.uiowa.edu/sites/irrc.education.uiowa.edu/files/2026-07/CLIFTER.pdf>

Alphabet sheet example

https://lifter.irrc-tools.org/materials/CLIFTER/Alphabet%20Sheets/CLIFTER_Alphabet%20Sheet_i_lower.pdf

Long Beach Island Consolidated School District 5th Grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	Grade Level: 5
Unit 1: Fiction, Narrative Writing	45 Days
Unit 2: Nonfiction, Informative/Explanatory Writing	45 Days
Unit 3: Fiction, Nonfiction, Opinion Writing	45 Days
Unit 4: Poetry, Extended Research, Review	45 Days

Alignment with State Mandates

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

Holocaust and genocides ([N.J.S.A. 18A:35-28](#))

History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))

Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))

History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))

Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

WIDA- English Language Development Standards

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

Unit 1: As students read each week for close reading of the text, they will annotate, and cite text evidence to support their ideas and opinions, and write short analytical responses. Over the course of the unit, students will develop one to two longer narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using the writing process. Students will also compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Unit 2 : As students read each week for close reading of the text, they will annotate, cite text evidence to support their ideas and opinions, and write short analytical responses. Over the course of the unit, students will develop one to two informative/explanatory

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texts to examine a topic and convey ideas and information clearly using the writing process. Students will also determine two or more main ideas of a text, explain how they are supported by key details, and summarize the text. In addition, students will 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.

Unit 3 : As students read each week for close reading of the text, they will annotate and cite text evidence to support their ideas and opinions, and write short analytical responses of the text. Over the course of the unit, students will develop one to two long opinion pieces on topics or texts, supporting a point of view with reasons and information. They will also determine two or more main ideas of a text, identify the theme, explain how they are supported by key details and summarize the text.

Unit 4: As students read each week for close reading of the text, they will annotate and cite text evidence to support their ideas and opinions, and write short analytical responses of the text. Over the course of the unit, students will conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic using the writing process. Students will also analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. By the end of the unit students will read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

More WIDA requirements, suggestions, and recommendations can be found at:

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

All necessary Standards can be found in this document, along with sample features and ideas to implement said program.

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Unit 1: Fiction, Narrative Writing	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
<i>5th Grade English Language Arts Standards Link</i> Progress Indicators for Reading Domain (Literature) 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). L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.PP.5.5. Describe how a narrator’s or speaker’s point of view influences how events are described, and how that may influence the reader’s interpretation. Progress Indicators for 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.	

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- 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

Supporting and Additional Standards

Progress Indicators for Language Domain

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

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

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

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

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- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.

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- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by • Identifying a theme from details • Analyzing how character attributes and actions develop across event sequences • Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that • Orient audience to context • Develop and describe characters and their relationships • Develop story with complication and resolution, time and event sequences • Engage and adjust for audience

ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by • Identifying and summarizing main ideas and key details • Analyzing details and examples for key attributes, qualities, and characteristics • Evaluating the impact of key word choices in a text

Primary Interdisciplinary Connections

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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.

Career Readiness, Life Literacies, and Key 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 (e.g., 6.1.5.CivicsCM.3).

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Evidence of Student Learning	
Performance Tasks/Use of Technology: ● Technology integration: ○ SMART Board activities ○ Google Forms quizzes ○ Peardeck slides ○ Webquests ○ Hyperdoc activities ○ Podcast creation ○ Kahoot games ○ Quizlet review ○ Socrative assessment ○ YouTube videos ○ Google Docs/Slides/Sites creation ○ Flipgrid activities ○ Spreaker recording ○ https://www.commonlit.org/ ○ https://kahoot.com/ ○ https://www.activelylearn.com/ ○ https://info.flipgrid.com/ ○ https://padlet.com/ ○ IReady	Other Assessments Formative ● Quizzes on Main Idea ● Exit slips on Main idea and compare and contrast ● Peer/Self Assessments ● Think Pair Share ● Strategic Questioning Ex. What do you notice, I am wondering.. ● Skills quizzes (vocab, spelling, grammar, phonics) ● 1,2,3 response ● https://info.flipgrid.com/ Ex. What have you learned? ● https://kahoot.com/ Ex. Making relevant connections ● https://padlet.com/ Ex. What have you noticed? ● https://www.socrative.com/ for passages on main idea ● https://achievethecore.org/ for passages to support main idea ● Teacher Anecdotal notes on reading fluency ● Check-list on standard based skills ● Narrative Writing Rubrics Created by Supervisor ● Teacher made Rubrics for writing process ● Teacher Observations on reading fluency and comprehension ● Student Tracking Chart on citing evidence type questions Summative ● Assessments on reading comprehension and vocabulary skill focus ● Final processed writing piece ● Prose Constructed Response writing piece Benchmark ● Benchmark Assessments ● Teacher-developed/online assessments to track and monitor student growth over time

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	Alternative • Projects • Portfolios • Teacher-created assessment developed following 1:1 conference and/or review of student data/needs
Knowledge and Skills	
Content	Skills
Unit Essential Questions • How does the purpose influence the writing? • Why do writers share their real or imagined stories? • How do readers use evidence to support their comprehension of the text? • How does the characters' circumstances drive the plot development? Enduring Understandings • Writers must make choices about how to structure their writing based on its intended purpose. • Narratives provide a way to share real or imagined experiences. • Good readers internalize appropriate reading strategies and apply these to the independent reading of a variety of texts. • Readers use context clues as a means for deciphering unknown	Unit Goals: Students will be able to... • Cite relevant evidence from literature to support who the characters, setting, plot, and sequence are in the text by completing a writing response • Engage in collaborative discussions by using peer talk • Write a narrative text using the components of the writing process • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons • Use context clues to understand the meaning of a word while reading text • Acquire and use academic vocabulary in writing samples and orally • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons in written responses • Produce compound sentences by joining two simple sentences with a comma and a conjunction in written responses • Produce complex sentences by using a subordinating conjunction in written responses Orient audience to context through... ■ Expanded noun groups to state who or what the narrative is about ■ A variety of sentence types to establish the context e.g., questions, statements, dialog ("We must think only of the things that we must do," the old lady said.) ■ Adverbial and prepositional phrases to establish time and location (During the last century, Last Tuesday, On Saturn's second outer ring, High above the city) ■ Statements and questions to foreshadow or state complication

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words, which ultimately aids in overall comprehension. • Characters' motivations, circumstances, and interactions with others drive plot development.	(Would her dream ever come true? She knew not to give up.) Develop and describe characters and their relationships through... ■ Verbs to describe character behaviors (raced, explored), thoughts (wondered, believed), feelings (hoped, longed for), speech (mumbled, screamed, questioned) ■ Expanded noun groups to add description and detail (seven powerful kings, curly-haired baby girl) ■ Expanded verb groups to show relationship between characters (Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.) ■ Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ■ Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text (he, his; these, this; Zeus=Greek God=King of Mt. Olympus) Section 3: Grade-Level Cluster Materials 113 Develop story with complication and resolution, time and event sequences through... ■ Dependent clauses to add details (the race, which only happened every four years) ■ A variety of verb tenses to locate events in time, including dialog ("Where are you going?" I asked.) ■ Connectors to sequence time (later that night), and events (While the game was on, we slipped out.) ■ Statements to provide closure, evaluate experience, or summarize narrative (finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.) Engage and adjust for the audience through... ■ Evaluative word choices to describe author's attitudes (awesome, scared, mean, enjoyed the time, most people) ■ Literary devices to enrich the narrative, including simile (as cool as a cucumber), personification, alliteration (lounging lizard), sensory words/phrases (tingling), onomatopoeia (ZAP!) ■ Tone of voice, gesturing, acting behaviors to adjust for audience ■ Language to address reader/listener and draw them in (Listen while I tell you the most amazing story) Introduce and define topic and/or entity for audience through... ■ Descriptive titles and generalized nouns to introduce topic and/or entity (Sea Turtles, The Human Body, Rainforest Mammals) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining) ■ Relating verbs (have, be, belong to, means, represents, is called) to define or describe topic and/or entity (Marsupials are mammals that carry their babies in a pouch.) ■ Timeless present verbs (carries, travels, swims) to indicate generalizable nature of information
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	Establish objective or neutral stance through... ■ Declarative statements to provide objective, factual information ■ Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha) ■ Generalized nouns to identify class of things (marine life versus dolphins, sea turtles) ■ Reporting devices to integrate sourced information into saying verbs (said, reported, claims), direct and indirect quotes
Instructional Plan	
Suggested Activities	Resources
Processed Writing: Narrative Mentor Texts <i>Suggestions:</i> • An A from Miss Keller, Those Shoes or A Chair for My Mother • anchor chart • Watch video during each step of the writing process. Ex. before brainstorming, show episode 1 of the series and then turn and talk to discuss ideas for brainstorming ▶ Writing a Personal Narrative... Mini Lessons for Narrative Writing <i>Suggestions:</i> -The Ultimate Guide to the 6 Traits of Writing Smekens	Resources for on-grade students: • ▶ Writing a Personal Narrative - Episode 1: Brainstorming a Story for Kids • Leveled Texts • Sentence stems provided by teacher in a T-chart • Partners/ pairs (turn and talk) • Anchor Charts for each individual child with keywords to support lessons for students to fill in and/or highlight. • Word Banks with current vocabulary Resources for students approaching grade level expectations: • Differentiated articles according to student data ◦ CommonLit Library Browse Content by Theme, Grade Level and More • Leveled Texts • Writer's checklist to support organization • Partially completed T-chart Graphic Organizer completed by teacher to support text structure • EZ readers to support fluency • Highlighters to support close reading strategies and identify key words to provide evidence of answers • Example essay with words circled or highlighted to mimic • Provide sentence starters and graphic organizers • Anchor Charts for each individual child with keywords to support the lesson

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- [6+1 traits checklist](#) Use this presentation to learn about or share with students slides and have them take notes: [writing or Six Traits of Writing Process](#)

“Step 2 of a mini-lesson often includes revealing examples of the skill in action. Mentor text reveals the skill within real-world writing. Consider sharing picture books with your students to demonstrate a specific trait. Even middle school and high school students enjoy picture books! Look for excerpts from chapter books and novels that exemplify a specific writing skill. Collect authentic text

(ex.newspaper articles, websites, cartoons, etc.) to show students that current trends in writing include the traits in writing.” -Smekens

*Use student anchor papers to convey what “good” writing looks like for a specific assignment.

- The trait “ideas” can be practiced during the brainstorming process by first completing a small “narrow down” [upside down triangle](#)

Resources for students **exceeding** grade level expectations:

- Differentiated articles based on student levels
- Leveled Texts
- Venn Diagram Graphic organizer to compare and contrast theme statements
- Compare and contrast historical fiction and fiction facts in T-chart
- Encourage self assessments using charts and lists
- Anchor Charts

Useful links / online resources:

- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

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activity. Students will choose one broad idea, and narrow it down two or three more times to make it more specific. Ex: Summer Break-> The Boardwalk-> The night I won a giant candy bar at the basketball game!

Repeat appropriate mini lessons for each trait. Another example activity for the trait “conventions” could be editing sentences or paragraphs with proper editing marks.

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language

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- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as using sticks to provide 1 minute breaks for student to take a walk
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs such as figurative language conjunction function
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scriber for students who can’t write
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

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504 Plans

- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Technology resources
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSLs
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery

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- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *

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- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed
- Assemble a packet with information and expectations for classes or assignments (example completed writing packets or completed Cornell notes)
- Be flexible with assignments
- Offer several alternatives from which all students can choose.. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for an economically disadvantaged child * (can apply to writing topics/journaling and articles) *
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud

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- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials

Core Texts

- **Core Novels:** *Number the Stars, Hoot, Flush, Raymie Nightingale, Flora and Ulysses*
- **Supplemental Novels:** *Esperanza Rising, Love That Dog, Tuck Everlasting, Pay it Forward*
- Mentor Texts for skill building

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled Text according to student data
 - [Commonlit.org library](https://www.commonlit.org/library)

Supplemental Texts for Students Approaching Grade Level Expectations

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- Leveled Text according to student data
 - [Commonlit.org library](https://www.commonlit.org/library)

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled Text according to student data
 - [Commonlit.org library](https://www.commonlit.org/library)

Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices.

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

Unit 2: Informational/Explanatory	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
Progress Indicators for Reading Domain (Informational Text)	

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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.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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.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.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Progress Indicators for Writing Domain

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

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

Supporting and Additional Standards

Progress Indicators for Language Domain

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

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

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- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

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

ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by • Identifying a theme from details • Analyzing how character attributes and actions develop across event sequences • Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that • Orient audience to context • Develop and describe characters and their relationships • Develop story with complication and resolution, time and event sequences • Engage and adjust for audience

ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by • Identifying and summarizing main ideas and key details • Analyzing details and examples for key attributes, qualities, and characteristics • Evaluating the impact of key word choices in a text

Primary Interdisciplinary Connections

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

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

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animals that live there may change.

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

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. • 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.

Career Readiness, Life Literacies, and Key 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 (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Technology integration:
 - SMART Board activities
 - Google Forms quizzes
 - Peardeck slides
 - Webquests
 - Hyperdoc activities
 - Podcast creation
 - Kahoot games
 - Quizlet review
 - Socrative assessment
 - YouTube videos
 - Google Docs/Slides/Sites creation
 - Flipgrid activities

Other Assessments

- Quizzes and/or exit slips on skills such as main idea, compare/contrast, or theme
- Peer/Self Assessments
- Think Pair Share
- Strategic Questioning Ex. What do you notice, I am wondering..
- Skills quizzes (vocab, spelling, grammar, phonics)
- 1,2,3 response
- <https://info.flipgrid.com/> Ex. What have you learned?
- <https://kahoot.com/> Ex. Making relevant connections
- <https://padlet.com/> Ex. What have you noticed?
- <https://www.socrative.com/> for passages on main idea
- <https://achievethecore.org/> for passages to support main

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○ Spreaker recording ○ IReady	idea ● Teacher Anecdotal notes on reading fluency ● Check-list on standard based skills ● Narrative Writing Rubrics Created by Supervisor ● Teacher made Rubrics for writing process ● Teacher Observations on reading fluency and comprehension ● Student Tracking Chart on citing evidence type questions ● Comprehension questions including PCR (open-ended responses) Summative ● Assessments on reading and vocabulary skill focus ● Final processed writing piece ● Prose Constructed Response writing piece (PCR) Benchmark ● Benchmark Assessments ● Teacher-developed/online assessments to track and monitor student growth over time Alternative ● Projects ● Portfolios ● Teacher-created assessment developed following 1:1 conference and/or review of student data/needs
Knowledge and Skills	
Content	Skills
Unit Essential Questions	Unit Goals: Students will be able to:

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- How does the purpose influence the format of the writing?
- What is my purpose for writing an informational text?
- How do readers use strategies to comprehend various texts?
- How do themes develop throughout the text?

Enduring Understandings

- Effective communication relies on the usage of the writing process.
- An information writing purpose is to demonstrate understanding and for readers to be informed.
- Readers develop a better understanding through reflection of text, by using close reading strategies.
- Readers analyze the structure of a text to locate information, determine how parts are related, and construct overall meaning.
- Readers analyze multiple texts on similar themes or topics to build knowledge and to compare authors' approaches.

- Draw evidence from informational text in a written response
- Write an informative text using the writing process
- Cite relevant evidence from text by answering A, B multiple choice questions
- Describe text structure: problem and solution in a multiple choice format
- Describe character, setting, plot: compare and contrast in written response
- Describe text structure: sequence in a written response
- Make predictions orally with partner and teacher
- Describe theme in a written response with evidence to support
- Reread to support the skill of the lesson and use a close read strategy to find evidence
- Engage in collaborative discussions by turn and talk with peers
- Use context clues to understand the meaning of a word and highlight key words to support answers
- Acquire and use academic vocabulary in a writing sample
- Demonstrate understanding of personification by using examples in writing
- Form and use singular and plural nouns accurately in writing
- Explain the function of nouns orally
- Form and use regular and irregular plural nouns in writing samples
- Form and use possessive nouns in a writing samples

Orient audience to context through... ■ Expanded noun groups to state who or what the narrative is about ■ A variety of

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	sentence types to establish the context e.g., questions, statements, dialog (“We must think only of the things that we must do,” the old lady said.) ■ Adverbial and prepositional phrases to establish time and location (During the last century, Last Tuesday, On Saturn’s second outer ring, High above the city) ■ Statements and questions to foreshadow or state complication (Would her dream ever come true? She knew not to give up.) Develop and describe characters and their relationships through... ■ Verbs to describe character behaviors (raced, explored), thoughts (wondered, believed), feelings (hoped, longed for), speech (mumbled, screamed, questioned) ■ Expanded noun groups to add description and detail (seven powerful kings, curly-haired baby girl) ■ Expanded verb groups to show relationship between characters (Uncle smiled lovingly at his nephew. She whispered angrily into Sonia’s ear.) ■ Saying, thinking, and feeling dialog verbs to add nuance to characters’ relationships ■ Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text (he, his; these, this; Zeus=Greek God=King of Mt. Olympus) Section 3: Grade-Level Cluster Materials 113 Develop story with complication and resolution, time and event sequences through... ■ Dependent clauses to add details (the race, which only happened every four years) ■ A variety of verb tenses to locate events in time, including dialog (“Where are you going?” I asked.) ■ Connectors to sequence time (later that night), and events (While the game was on, we slipped out.) ■ Statements to provide closure, evaluate experience, or summarize narrative (finally, it was over, the experience was enlightening, there are some things that can’t be seen but only felt.) Engage and adjust for the audience through... ■ Evaluative word choices to describe author’s attitudes (awesome, scared, mean, enjoyed
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	the time, most people) ■ Literary devices to enrich the narrative, including simile (as cool as a cucumber), personification, alliteration (lounging lizard), sensory words/phrases (tingling), onomatopoeia (ZAP!) ■ Tone of voice, gesturing, acting behaviors to adjust for audience ■ Language to address reader/listener and draw them in (Listen while I tell you the most amazing story) Introduce and define topic and/or entity for audience through... ■ Descriptive titles and generalized nouns to introduce topic and/or entity (Sea Turtles, The Human Body, Rainforest Mammals) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining) ■ Relating verbs (have, be, belong to, means, represents, is called) to define or describe topic and/or entity (Marsupials are mammals that carry their babies in a pouch.) ■ Timeless present verbs (carries, travels, swims) to indicate generalizable nature of information Establish objective or neutral stance through... ■ Declarative statements to provide objective, factual information ■ Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha) ■ Generalized nouns to identify class of things (marine life versus dolphins, sea turtles) ■ Reporting devices to integrate sourced information into saying verbs (said, reported, claims), direct and indirect quotes
Instructional Plan	
Suggested Activities	Resources

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Evidence Based Writing Project:

Suggestion: [Ecosystems Feel the Heat from Climate Change by Jacqueline Pratt-Tuke](#) 6.1.2.Geo.HE.1

Processed Writing Lesson- Informational using 3 sources:

Introduce a research paper using three resources using an anchor chart or model of one completed.

Allow students to pick a topic from suggestions of a teacher-made list of effects due to climate change.

Students begin their research with a book, article and video to start their first drafts. Students can find a video and article on the topic using the [Kids Search Engine](#).

Teachers meet with students to assist in revisions using ARMS strategy: Add, Remove, Move, Substitute.

Collect and assess for understanding. Use as a summative assessment (Processed writing)

On Demand Writing Lesson:

Suggestion: Climate and Culture [Achieve the Core Lesson](#) 6.1.2.Geo.HE.1

Watch the [Water Tips video](#); and discuss with students Ex. Why is it important to save water?

Read carefully the article about Water tips Water articles [using safesearchkids.com](#). Have the students take notes using Cornell style: [Examples of Cornell Notes](#) .

Resources for **on-grade** students:

- [Newsela](#) articles aligned with
- Leveled Texts
- Sentence stems provided by teacher in a [T-chart graphic organizer](#) to sequence the story structure
- Partners/ pairs (turn and talk)
- Anchor Charts for each individual child with keywords to support lessons for students to fill in and/or highlight.
- Word Banks with current vocabulary
- ReadWorks
- CommonLit

Resources for students **approaching** grade level expectations:

- Differentiated according to student data
- Leveled Text
- Writer's checklist to support organization
- Partially completed [T-chart Graphic Organizer](#) completed by teacher to support text structure
- EZ readers to support fluency
- Highlighters to support close reading strategies and identify key words to provide evidence of answers
- Example essay with words circled or highlighted to mimic
- Provide sentence starters and graphic organizers
- Anchor Charts for each individual child with keywords to support the lesson already filled out and highlighted.

Resources for students **exceeding** grade level expectations:

- Differentiated according to student data
- Leveled Text
- Venn Diagram Graphic organizer to compare and contrast theme statements

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Example: What can you do to save water? Why is saving water important? Turn and talk to your partner to discuss.

Students will write about why it is important to save water and complete using the rest of the class period. *Collect and assess for understanding.*

Reading Skill Lesson Suggestion: Smekens Theme Lesson

Review/Teach Theme using anchor chart

Distinguish between a theme statement and topics. Generate a list of topics and create theme statements. Read a picture book (Ex. [Salt in His Shoes](#)) and determine the topic to create the theme statement. Students fill out theme statement sheets and partners talk to verify their statements.

Students read two passages, fill out theme statements and answer questions. (Teacher finds passages according to their Lexile levels.) Then answer a prose constructed response (PCR/open-ended): How did Michael's actions contribute to the story? How did his actions contribute to the theme of the text? (faith, hope, working together, etc.) *Collect and assess for understanding. Use as a formative assessment.*

Research Writing Lesson:

Example: Holocaust Activity: (6.1.5.CivicsDP.2)

- Compare and contrast historical fiction and fiction facts in T-chart
- Encourage self assessments using charts and lists
- Anchor Charts

Useful links / online resources:

- [Informational writing writing process video series](#)
- Print Material
- White board
- Computer
- Smart Board
- IPads/Laptops
- District Approved and Selected novels
- [Kids Search Engine](#)
- [Achieve the Core](#) Various types of writing
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Picture Books
- Flocabulary
- [Brainpop /organization of writing](#)
- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

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Suggestions:

Read a selected text on the [Holocaust](#), such as Flowers on the Wall by Miriam Nerlove

During the read aloud session, stop at the salient points and ask these types of questions rather than at the end of the story so that knowledge is building. For example: What is life like in Poland for Jews before the coming of the Nazi conquest? Explain new terminology and create an anchor chart. How do the events impact the main character and his or her family?

Write a short poem or paragraph about the main character. Consider including an artistic portrayal.

Read and find the main idea:

Sample lesson:

<https://www.commonlit.org/en/texts/courtney-craven>

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings

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- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks ex. 5 minutes of free computer time
- Chunk assignments
- Use visuals such as quiet, or heads up
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- songs such as [grammar rocks nouns schoolhouse rock](#)
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use Audio books
- Allow extra time to complete assignments or tests
- Work in a small group such as guided reading or writing
- Flexible grouping move them into groups as needed based on skill
- Allow answers to be given orally or dictated

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- Have students repeat what was said
- Scribe for students who can't write
- Technology resources
- <https://goalbookapp.com/>
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSL
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible

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- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery to compare fiction and nonfiction
- Use centers and group students according to ability or interest
- Propose interest-based extension activities based on point of view
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use audio books
- Allow extra time to complete assignments or tests

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- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed
- Assemble a packet with information and expectations for classes or assignments (example completed writing packets or completed Cornell notes)
- Be flexible with assignments
- Offer several alternatives from which all students can choose.. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for an economically disadvantaged child * (can apply to writing topics and articles) *
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.

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- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials

Core Texts

- **Instructional Novels:** *Number the Stars, Hoot, Flush, Raymie Nightingale, Flora and Ulysses*

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- **Supplemental Novels:** *Esperanza Rising*, *Love That Dog*, *Tuck Everlasting*, *Pay it Forward*
- Additional Mentor texts

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled texts according to student data

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled texts according to student data
 - [Commonlit.org library](https://www.commonlit.org/library)

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled texts according to student data
 - [Commonlit.org library](https://www.commonlit.org/library)

Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices.

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

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Unit 3: Fiction, Nonfiction, and Opinion Writing	Duration: 45 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
Progress Indicators for Reading Domain (Literature and Informational Text)	
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).	
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.	
Progress Indicators for Writing Domain	
W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	

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- 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.

Supporting and Additional Standards

ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision and details to define, describe, compare, and classify topic and/or entity • Develop coherence and cohesion throughout text

ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by • Identifying main ideas • Analyzing points of view about the same event or topic • Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive Construct language arts arguments that • Introduce and develop a topic clearly; state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Primary Interdisciplinary Connections

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

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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.

Career Readiness, Life Literacies, and Key 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 (e.g., 6.1.5.CivicsCM.3).

Evidence of Student Learning

Performance Tasks/Use of Technology:

- Technology integration:
 - SMART Board activities
 - Google Forms quizzes
 - Peardeck slides
 - Webquests
 - Hyperdoc activities
 - Podcast creation
 - Kahoot games
 - Quizlet review
 - Socrative assessment
 - YouTube videos
 - Google Docs/Slides/Sites creation
 - Flipgrid activities
 - Spreaker recording
 - I Ready

Other Assessments

- Quizzes
- Exit slips/quizzes on skills such as main idea, compare and contrast, or theme
- Peer/Self Assessments
- Think Pair Share
- Strategic Questioning Ex. What do you notice, I am wondering..
- Skills quizzes (vocab, spelling, grammar, phonics)
- 1,2,3 response
- <https://info.flipgrid.com/> Ex. What have you learned?
- <https://kahoot.com/> Ex. Making relevant connections
- <https://padlet.com/> Ex. What have you noticed
- <https://www.socrative.com/> for passages on main idea
- <https://achievethecore.org/> for passages to support main idea
- Teacher Anecdotal notes on reading fluency
- Check-list on standard based skills
- Narrative Writing Rubrics Created by Supervisor
- Teacher made Rubrics for writing process
- Teacher Observations on reading fluency and comprehension

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	● Student Tracking Chart on citing evidence type questions ● CommonLit target lessons assessments (parts 4 and 5 https://www.commonlit.org/en/teachers/lessons/new?lesson_template_id=7431) Summative ● Assessments on reading comprehension and vocabulary focus skill ● Final processed writing piece ● Prose Constructed Response writing piece Benchmark ● Benchmark Assessments ● Teacher-developed/online assessments to track and monitor student growth over time Alternative ● Projects ● Portfolios ● Teacher-created assessment developed following 1:1 conference and/or review of student data/needed Response writing piece
Knowledge and Skills	
Content	Skills

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Unit Essential Questions

- How does the author's purpose influence the format of the writing?
- What evidence can I use to support my opinion?
- How do readers use evidence to support their comprehension of the text ?
- How does the author's point of view influence the message?

Enduring Understandings

- Readers evaluate an author's opinion by examining valid reasoning and relevant and sufficient evidence in order to determine the validity of the claim.
- Proficient readers assess the author's point of view or purpose and determine how it shapes the content and style of the text.
- Readers cite concrete evidence from a text to support their analyses of what the text says explicitly.

Students will be able to...

- Cite relevant evidence from text in a written response
- Draw evidence from literature to answer A/B type of questions
- Describe theme in a written response using evidence from the text
- Support a point of view in written response using evidence from the text
- Summarize a section or entire text with a beginning, middle and end in one's own words
- Use context clues in the sentence of the unknown word to understand the meaning of a word
- Acquire and use academic vocabulary in a written response and orally
- Write an opinion piece using all the components of the writing process
- Use Greek roots as clues to identify the meaning of an unknown word
- Use Latin roots as clues to identify the meaning of an unknown word
- Explain the function of action verbs orally
- Use verb tense to convey various times, sequences, states, and conditions orally and a written response
- Explain the function of main and helping verbs orally
- Explain the function of linking verbs orally
- Form and use regular and irregular verb in a written response

Add precision and details to define, describe, compare, and classify topic and/or entity through... ■ Adverbial and prepositional phrases to specify times and location (every year, during the 17th century, in the North Atlantic, throughout

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	Australia) ■ Comparing/contrasting connectors to differentiate between entities or components (unlike/ like, fewer/more than, however, likewise) ■ Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events ■ Expanded noun groups and adjectives to add details to the concept or entity (spherical ball of rocks or gas), and to classify or qualify information (environmental threats, greenhouse gasses) ■ Visuals (graphs, labeled diagrams, photos) to support key details Develop coherence and cohesion throughout text through... ■ Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text (his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale) ■ Ellipsis to reduce repetition and redundancy (Scientists asked legislators to make changes to protect turtles and they did [make the changes]) ■ Topic nouns to begin sentences or paragraphs across text ■ Nominalizations to represent abstract concepts (Leatherbacks are declining=this decline in population) Introduce and develop a topic clearly; state an opinion through... ■ Declarative statements to frame a topic, provide background information, and state opinion (The Proudest Blue provides a great example of being proud of your heritage.) ■ Noun groups (adjectives, embedded clauses) to add description and/or introduce topic (Lance, a first-generation immigrant; Dinner, which was always wonderful) ■ Pronouns, synonyms, renaming subjects to maintain cohesion (they=the new arrivals=immigrants=the foreigners) ■ First person (I think, In my opinion) or third person (this book provides, the author believes) to state an opinion Support opinions with reasons and information through... ■ A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples,
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	detailed descriptions) ■ Expanded noun and verb groups to add detail (Faizah arrived for her first day of school with a new backpack and light-up shoes.) ■ Connectors to elaborate an idea/interpretation (so, this means, therefore, a way to think about this) ■ Connectors to link claim/opinion with evidence and reasoning (because, as a result, when, if, although, but) ■ Modality to express obligation or certainty (might, could, must, need to, have to) Use a formal style through... ■ First person (personal) or third person (neutral) to present point of view (The book tells us that even through difficult times, we can still stick to our culture.) ■ Authoritative declarative sentences to evaluate and interpret events (The Proudest Blue teaches us to be proud of our culture.) ■ Evaluative adjectives and adverbs to add writer's perspective (beautiful, amazing, unfortunately) ■ Emotive or objective language to appeal to logic or feelings (love flowed from everything she made versus she cooked dinner) Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through... ■ That-clauses to link claim with evidence (This shows that the theme is) ■ Connectors to sequence points in the argument (first, furthermore, as evidenced by) ■ Summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)
Instructional Plan	
Suggested Activities	Resources
Processed Writing Lesson- Opinion Writing: <i>Suggestion:</i> Smekens Opinion Lesson	Resources for on-grade students: • Differentiated according to student data • Leveled Text

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Introduce opinion writing using an anchor chart or model of a writing

Distinguish between reasons and evidence for support of writing an opinion [Distinguish between reasons from evidence](#) Begin to write an opinion together on a prompt provided by teacher

Example: Wearing Uniforms in school

Students begin their first drafts writing opinion using article and videos to support their opinion [Safe Search Kids](#)

*Teachers meet with students to conference and revise using ARMS (Add, Remove, Move, Substitute)

On Demand Writing Lesson- Opinion Writing:

Suggestion:

[Achieve the Core; What Makes the Best Pet?](#)

Provide a prompt such as: What animal makes the best pet, cat or dog? State your opinion.

Read two articles to class and discuss filling out T-chart.

Students complete their opinion writing during the remaining time of class.

*Hand in for teacher review

Reading Skill- Point of View Lesson:

Suggestion:

[Smekens Point of View Lesson](#)

Introduce/Review Point of View using an anchor chart

Distinguish between point of view and perspective using [Chart](#).

Read two different versions of a story example [Three Little Pigs](#) and [The True Story of the Three Pigs](#) and discuss the point of view of the narrator. Find the evidence to support their point of view

Read two short stories (use Lexile levels of students in class) and write about the different point of views of the narrator using evidence from the text.

- [Persuasive graphic organizer](#) with sentence stems provided by teacher
- Partners/pairs (Ex.Turn and Talk)
- Anchor Charts for each individual student using keywords to support the specific skill
- Word Banks with key vocabulary words

Resources for students **approaching** grade level expectations:

- Differentiated according to student data
- Leveled Text
- [Persuasive graphic organizer](#) partially completed by teacher
- Highlighters to find keywords to support the explanation of specific questions

Resources for students **exceeding** grade level expectations:

- Differentiated according to student data
- Leveled Text
- [Persuasive graphic organizer](#) to compare and contrast different opinions/ point of view

Useful links / online resources

[Opinion Writing process video series](#)

- Opinion writing packet including:
 - [6+1 traits checklist](#)
 - [Persuasive graphic organizers](#)
 - Printable Anchor charts
- Point of view resources
- [Smekens](#) Point of view
- Computers/Chromebooks
- Smart Board
- District Approved and Selected novels
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCR
- Picture Books

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*Hand in for understanding Climate Change Examples: - Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change. - Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems Other nonfiction suggestions: <i>I is for Idea: An Invention Alphabet</i>, <i>Henry's Freedom Box: A True Story from the Underground Railroad</i>, <i>Booker T. Washington</i> by Alan Schroeder, <i>Rosa Parks: My Story</i> by Rosa Parks and Jim Haskins	Safe Search Kids Brainpop.com Verb tenses http://theoceancountylibrary.org/ http://www.readwritethink.org/ https://newsela.com/ https://www.commonlit.org/ https://www.activelylearn.com/ https://www.readworks.org/ https://owl.purdue.edu/
Suggested Options for Differentiation	
English Language Learners - Visuals - Gesturing - Use of realia and manipulatives - Simplified language / teacher talk / thinking aloud - Graphic organizers - Frequently check for understanding - Personal word walls / word rings - Introducing key vocabulary before lesson - Total physical response (TPR) activities - Cloze activities - Teacher modeling - Pattern sentences (speaking and/or writing) - Choral chanting - Small group instruction / cooperative learning - Allowing for additional wait time for student responses during conversations	

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- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as 5 minutes on computer
- Chunk assignments
- Use visuals such as stop signs, raise your hand
- Introduce key vocabulary before lesson
- Teacher reads aloud assignments orally
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Assign a picture or movement to vocabulary words
- Small group instruction- guided reading and guided writing
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Technology resources
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

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504 Plans

- Follow all 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)
- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSLs
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery on basing an opinion
- Use centers and group students according to ability or interest

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- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed

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- Assemble a packet with information and expectations for classes or assignments (example completed writing packets or completed Cornell notes)
- Be flexible with assignments
- Offer several alternatives from which all students can choose. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for an economically disadvantaged child *(can apply to writing topics and articles) *
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities

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- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials

Core Texts

- **Core Instructional Novels:** *Number the Stars, Hoot, Flush, Raymie Nightingale, Flora and Ulysses*
- **Supplemental Novels:** *Esperanza Rising, Love That Dog, Tuck Everlasting, Pay it Forward*
- **Additional Mentor texts**

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled texts according to student data
 - [Commonlit.org library](https://www.commonlit.org/library)

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled texts according to student data
 - [Commonlit.org library](https://www.commonlit.org/library)

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled texts according to student data
 - [Commonlit.org library](https://www.commonlit.org/library)

Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices.

Unit Reflection

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Please use the space below to record any notes / reflections after teaching the unit.

Unit 4: Poetry, Extended Research

Duration: 45 Days

Standards/Learning Targets

Focus Standards (Major Standards)

Progress Indicators for Reading Domain (Literature)

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).

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

Progress Indicators for Writing Domain

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

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

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (*Standard didn't change)

Supporting and Additional Standards

Progress Indicators for Language Domain

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

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

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
- H. Spell grade appropriate words correctly, consulting references as needed.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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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.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

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

ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision and details to define, describe, compare, and classify topic and/or entity • Develop coherence and cohesion throughout text

ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by • Identifying main ideas • Analyzing points of view about the same event or topic • Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive Construct language arts arguments that • Introduce and develop a topic clearly; state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

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Primary Interdisciplinary Connections	
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.	
Computer Science and Design Thinking Standards	
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.	
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.	
Career Readiness, Life Literacies, and Key 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 (e.g., 6.1.5.CivicsCM.3).	
Evidence of Student Learning	
Performance Tasks/Use of Technology: ● Technology integration: ○ SMART Board activities ○ Google Forms quizzes ○ Peardeck slides ○ Webquests ○ Hyperdoc activities ○ Podcast creation	Other Assessments Formative ● Quizzes on Main Idea ● Exit slips on Main idea and compare and contrast ● Peer/Self Assessments ● Think Pair Share ● Strategic Questioning Ex. What do you notice, I am wondering..

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- Kahoot games
- Quizlet review
- Socrative assessment
- YouTube videos
- Google Docs/Slides/Sites creation
- Flipgrid activities
- Spreker recording
- I Ready

- Skills quizzes (vocab, spelling, grammar, phonics)
- 1,2,3 response
- <https://info.flipgrid.com/> Ex. What have you learned?
- <https://kahoot.com/> Ex. Making relevant connections
- <https://padlet.com/> Ex. What have you noticed
- <https://www.socrative.com/> for passages on main idea
- <https://achievethecore.org/> for passages to support main idea
- Teacher Anecdotal notes on reading fluency
- Check-list on standard based skills
- Narrative Writing Rubrics Created by Supervisor
- Teacher made Rubrics for writing process
- Teacher Observations on reading fluency and comprehension
- Student Tracking Chart on citing evidence type questions

Summative

- Assessments on reading comprehension and vocabulary skill focus
- Final processed writing piece
- Prose Constructed Response writing pieces

Benchmark

- Benchmark Assessments
- Teacher-developed/online assessments to track and monitor student growth over time

Alternative

- Projects
- Portfolios
- Teacher-created assessment developed following 1:1 conference and/or review of student data/needs

Knowledge and Skills

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Content	Skills
Unit Essential Questions • How does the writing process support my writing? • How can I support my findings with appropriate evidence? • How do readers use evidence to support their comprehension of the text ? • How does the reader use text structure (ex. stanza, scene) to enhance the meaning of a poem? Enduring Understandings • Writing is strengthened through the writing process involving revising and editing. • Clear and focused questions support the researchers' finding information. • Effective researchers validate the credibility and relevance of the information. Students develop skills and strategies necessary to interpret poetry through independently and proficiently reading, comprehending, and writing about them.	Unit Goals <i>Students will be able to...</i> • Cite relevant evidence from text in a written response to support the answer to a specific question with a 70% accuracy • Draw evidence from poetry to answer an A/B type questions with a 70% accuracy • Identify point of view in written response using evidence from the text to support the answer • Compare and contrast characters, setting, etc...using a Venn Diagram • Visualize while reading as a strategy to identify the elements of the poem to support comprehension • Ask and Answer Questions orally while reading to support comprehension • Conduct extended research using all the components of the writing process with a 70% accuracy • Acquire and use academic vocabulary orally and in written responses • Summarize text with a beginning, middle, and end in one's own words • Use prefixes and suffixes as clues to identify the meaning of a word • Use context clues in the sentence of the unknown word to understand the meaning of a word • Demonstrate understanding of synonyms and antonyms orally • Use Greek roots as clues in the word to identify the meaning of a word • Demonstrate understanding of similes and metaphors orally and a written response

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- Demonstrate understanding of adages and proverb orally
- Identify pronouns and their antecedents orally
- Use different kinds of pronouns in written response
- Ensure pronoun-verb agreement in written response
- Explain the function of linking verbs orally
- Correctly use homophones in written responses

Add precision and details to define, describe, compare, and classify topic and/or entity through... ■ Adverbial and prepositional phrases to specify times and location (every year, during the 17th century, in the North Atlantic, throughout Australia) ■ Comparing/contrasting connectors to differentiate between entities or components (unlike/ like, fewer/more than, however, likewise) ■ Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events ■ Expanded noun groups and adjectives to add details to the concept or entity (spherical ball of rocks or gas), and to classify or qualify information (environmental threats, greenhouse gasses) ■ Visuals (graphs, labeled diagrams, photos) to support key details Develop coherence and cohesion throughout text through... ■ Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text (his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale) ■ Ellipsis to reduce repetition and redundancy (Scientists asked legislators to make changes to protect turtles and they did [make the changes]) ■ Topic nouns to begin sentences or paragraphs across text ■ Nominalizations to represent abstract concepts (Leatherbacks are declining=this decline in population)

Introduce and develop a topic clearly; state an opinion through... ■ Declarative statements to frame a topic, provide

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	background information, and state opinion (The Proudest Blue provides a great example of being proud of your heritage.) ■ Noun groups (adjectives, embedded clauses) to add description and/or introduce topic (Lance, a first-generation immigrant; Dinner, which was always wonderful) ■ Pronouns, synonyms, renaming subjects to maintain cohesion (they=the new arrivals=immigrants=the foreigners) ■ First person (I think, In my opinion) or third person (this book provides, the author believes) to state an opinion Support opinions with reasons and information through... ■ A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions) ■ Expanded noun and verb groups to add detail (Faizah arrived for her first day of school with a new backpack and light-up shoes.) ■ Connectors to elaborate an idea/interpretation (so, this means, therefore, a way to think about this) ■ Connectors to link claim/opinion with evidence and reasoning (because, as a result, when, if, although, but) ■ Modality to express obligation or certainty (might, could, must, need to, have to) Use a formal style through... ■ First person (personal) or third person (neutral) to present point of view (The book tells us that even through difficult times, we can still stick to our culture.) ■ Authoritative declarative sentences to evaluate and interpret events (The Proudest Blue teaches us to be proud of our culture.) ■ Evaluative adjectives and adverbs to add writer's perspective (beautiful, amazing, unfortunately) ■ Emotive or objective language to appeal to logic or feelings (love flowed from everything she made versus she cooked dinner) Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through... ■ That-clauses to link claim with evidence (This shows that the
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	theme is) ■ Connectors to sequence points in the argument (first, furthermore, as evidenced by) ■ Summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)
Instructional Plan	
Suggested Activities	Resources
PCR (prose constructed response/open ended response) using the RACE Writing strategy to compare two texts ○ Example PCR <i>Collect and assess for understanding. Can be used as a formative OR summative assessment (PCR)</i> Extended Research/Speaking and Listening Lesson Suggestion: Genius Hour PowerPoint (Processed writing piece-can be used as summative) Introduce passion / genius hour projects using powerpoint or anchor charts. Create a topic board. Students add their topics onto board and discuss with class. Teacher models how to create questions from the topic board. Students create their questions and begin their research once approved by the teacher <i>Collect and assess for understanding. Can be used as a formative OR summative assessment (Processed writing)</i> Reading Skill Lesson Suggestion: Compare and Contrast Smekens	Resources for on-grade students: ● Differentiated according to student data ● Provide appropriate leveled texts and poetry from Commonlit.org or the school library ● KWL Graphic organizer with sentence stems ● Highlighters to identify key words to support the understanding of key questions ● Partners (Ex turn and talk or writing buddies) ● Anchor Charts for each individual student with keywords on specific skill ● Word Banks with key vocabulary words Resources for students approaching grade level expectations: ● Differentiated according to student data ● Provide lower leveled texts/shorter poetry ● KWL Graphic organizer partially filled out by teacher ● Highlighters to identify keywords to support compare and contrast of the text ● EZ readers to support fluency ● Sentence starters for writing pieces provided. Ex. provide the first few words of restate and evidence portion of a RACE response. Or provide one for students to “mimic” finding synonyms to change out teachers words. Resources for students exceeding grade level expectations: ● Differentiated according to student data

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Introduce Compare and Contrast using an anchor chart
Read [Lily's Purple Plastic Purse](#) and [Fancy Nancy](#) Have students fill out T-chart T-Chart while reading

Students read two short passages (teacher will need to find according to lexile levels of class-can use commonlit.org), fill out T-chart and write a PCR (see example above).

Collect and assess for understanding. Can be used as a formative assessment

Reading and Writing Poetry Lesson Suggestion:

Achieve the Core Poetry Lesson:

Introduce the vocabulary of a poem (Example: stanza, line)

Read the poem and interpret the author's point of view and theme. Ask and answer questions as a class (Ex. In line 4, why did the author use the word?)

Read poems (teacher will find poems based on Lexile Levels of class) and answer questions.

Collect and assess for understanding. Can be used as a formative assessment.

Read Aloud Suggestion:

Introduce the map and discuss the Underground Railroad.

Read the story [Sweet Clara and the Freedom Quilt](#) by Deborah Hopkinson, illustrated by James Ransome (Random House, 1995), and stop to ask and answer questions.

Invite a small group of students to work independently on a report about Mendeland, its people, and its customs so others in the class will have a better idea of the culture from which the Amistad slaves came.

Collect and assess for understanding. Can be used as a

- Provide higher leveled text/poems
- Compare and contrast various poems and the authors point of view using a T-chart
- Encourage self assessments using charts and lists
- Allow students the opportunity to create/write their own poems and create and answer their own PCR responses

Useful links / online resources:

- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

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formative assessment.

Suggested Options for Differentiation Examples of Accommodations & Modifications

English Language Learners:

- Provide sentence starters to assist with PCR and other writing pieces
- English Language Learners
- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy
- Special Education
- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks ex. 5 minutes of free computer time
- Chunk assignments
- Use visuals such as quiet, or heads up

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- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs such as figurative language conjunction function
- Assign a picture or movement to vocabulary words
- Small group instruction-guided reading and guided writing
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

Special Education:

- Provide sentence starters to assist with PCR and other writing pieces
- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as using sticks to provide 1 minute breaks for student to take a walk
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring

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- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs such as figurative language conjunction function
- Assign a picture or movement to vocabulary words
- Small group instruction- guided reading and guided writing
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can't write
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.

Students with 504 Plans:

- Provide sentence starters to assist with PCR and other writing pieces
- Follow All 504 Modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- Technology resources
- Build and review* background information / academic vocabulary (provide lists of new vocabulary ahead of time)

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- Subject specific Word Wall/Word Bank
- Gradual Release of Responsibility Model
- Visual Cues/Models
- Allow for differentiated assessment as long as it meets requirements / demonstrates proficiency of NJSLS
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Model directions and provide gestures to increase understanding
- Simplify written and verbal instructions
- Provide written directions with models and diagrams when possible
- Build in more group work to allow students to interact and communicate with peers
- Use sentence frames and skeleton models* to give students practice with academic language
- Pre-teach as often as possible- share videos, articles, vocabulary etc. with students prior to use in class
- Provide student choice in tasks, assignments, etc.
- Do not single out students with disabilities

Gifted and Talented:

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students

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- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students At Risk of School Failure:

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use audio books
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provide needed academic resources
- Provide skeleton models with sentence starters for writing *
- Provide models and graphic organizers for writing *
- Provide social/emotional support
- Respect cultural traditions
- Build in more group work to encourage interaction with peers (Flexible Grouping, Small Group Instruction, Peer Buddies)
- Provide immediate praise and feedback
- Provide high interest topics/options
- Offering help, encouragement, and caring when needed
- Assemble a packet with information and expectations for classes or assignments (example completed writing packets or completed Cornell notes)
- Be flexible with assignments

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- Offer several alternatives from which all students can choose.. Assignments to write about a summer vacation, conduct a backyard science project, construct a family tree, or bring in a baby picture can be impossible for an economically disadvantaged child * (can apply to writing topics/journaling and articles) *
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting

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- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials

Core Texts

- **Core Instructional Novels:** *Number the Stars, Hoot, Flush, Raymie Nightingale, Flora and Ulysses*
- **Supplemental Novels:** *Esperanza Rising, Love That Dog, Tuck Everlasting, Pay it Forward*
- Additional Mentor texts

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- Leveled readers
- Leveled texts according to student data
 - [Commonlit.org library](https://www.commonlit.org/)

Supplemental Texts for Students Approaching Grade Level Expectations

- Leveled readers
- Leveled texts according to student data
 - [Commonlit.org library](https://www.commonlit.org/)

Supplemental Texts for Students Exceeding Grade Level Expectations

- Leveled readers
- Leveled texts according to student data
 - [Commonlit.org library](https://www.commonlit.org/)

Teacher Notes: Texts listed above are suggestions and may be supplemented/substituted with other district-approved choices.

Unit Reflection

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Please use the space below to record any notes / reflections after teaching the unit.