Wall Township Public Schools	BOE Approval Date: August 19, 2025

Course Title: ESL Grade 5 (Level E) TEAM and (Level E) The Write Track

Course Description: This course is intended for the expansion of vocabulary and academic knowledge of multilingual students using level E from the TEAM and Write Track from Continental Press. Students will embark on learning tier 2 and tier 3 vocabulary as well as implementing it in an academic setting. Also, students will be divulging into reading strategies, different language focuses and writing topics that parallel what is being taught in the classroom. Multilingual learners speaking, reading, writing and listening skills will increase in the classroom through these programs.

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

New Jersey's Bilingual Education Administrative Code defines kindergarten to grade 12 language instruction educational programs (LIEP) for New Jersey school districts with MLs. Districts with small ML populations are required to provide either English Language Services (ELS) or English as a Second Language (ESL) programs, depending on ML population size.

Bilingual Education and English as a Second Language (ESL)

- Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement
- Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the

subject matter knowledge, teaching knowledge, and teaching skills of teachers
- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days**
Unit 1: Reading to Make Better Choices and Writing an Opinion	30 days
Unit 2: The Reason for Change and Writing to Inform	30 Days
Unit 3: Exploring New Opportunities and Writing a Narrative	30 Days
Unit 4: Seeing the Positive and Writing to Analyze Literature	30 Days
Unit 5: Keeping People Safe and Writing to Describe	30 Days
Unit 6: Traveling to Somewhere New and Writing a Personal Writing	30 Days

Unit 1

Desired Results
Unit 1: Reading to Make Better Choices and Writing an Opinion
Unit Summary: Students will explore making better choices through informational text and through realistic text. They will describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot. They will also be able to determine what are facts vs. what are opinions. Students will use the

steps for writing and opinion, which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic.

Learning Standards

NJSLS:

NJSLS ELA Grade 5 - 2023

Reading

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.

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.

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 contexts.
B. Recognize and explain the meaning of common idioms, adages, and proverbs.

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.

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.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 a specific textual evidence (e.g. how characters interact)

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

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

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

Writing

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

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

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

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose, and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

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

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

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

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

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

RI.CI.5.2: Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.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).

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

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

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

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

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

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

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

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

B. Follow agreed-upon rules for discussions and carry out assigned roles.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5 Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that
* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by
* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Computer Science & Design Thinking (*CS & DT***):**

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data

Interdisciplinary Connections:

Science

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

Social Studies

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good.
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.CivicsCM.4: Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What are ways that we can make better choices for our body? What do our decisions say about our character? How can we overcome fear to make the right choice? Why is it important to build a healthy body and mind?	We can make better choices for our body such as eating right and staying active. The decisions we make show our character and who we are as a person. By understanding that fear is temporary and truth is everlasting, we can make the right choice and be honest. Without a healthy mind and body, our decisions can become clouded in school, at home and with friends.

Vocabulary:

Team Unit 4 Lesson 10:
Tier 1: Classic, donut, energy, healthy, physical, source, spurt Tier 2: Essentials, situations, Tier 3: Calcium, calories, carbohydrates, exercise, growth, homophones, muscles, nutrients, proteins, vitamins

Team Unit 4 Lesson 12:
Tier 1: Attic, behavior, collection, embarrassed, extremely, glorious, hilarious, influence, shatter, valuable Tier 2: Analyze, apostrophe, contraction, negative, positive, Tier 3: double whammy, drills, liar, released, reputation, wound up

The Write Track Unit 1 Lesson 6: Subject,predicate, Pronoun, object pronoun, possessive pronoun, direct object, subject pronoun, Complete subject, complete predicate, Action verb, Relative pronoun, Relative adverbs, adjectives, Prepositions, prepositional phrases, linking verb

The Write Track Unit 2 Lesson 10: Compare, contrast,

The Write Track Unit 3 Lesson 13: Opinion, persuasive writing, facts, reasons,

Students will be able to:

Content Objectives

- Identify facts and opinions
- identify and use homophones correctly in sentences
- Analyze characters
- use apostrophes to form contractions
- compose sentences with a subject and predicate
- create sentences with the correct type of pronoun
- use English grammar to expand on sentence structure
- write an opened ended prompt by comparing and contrasting
- utilize a venn diagram to organize the pre - writing
- compose an opinion writing using facts and reasons

Language Objectives

- Read discuss and write about making healthy choices
- listen to and discuss a passage about nutrition
- write and support an opinion about creating a bike trail
- read discuss and write about making moral choices
- listen to a story and discuss the characters
- write a story about characters and the choices they make

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI],)*

Team Unit 4 Lesson 10: Living a Healthy Life

Day 1: Before We Read pg. 135

- discuss vocabulary
- learning goals

- introduce facts and opinions

Day 2-3: Let's Read pg. 137
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 142

Day 4: Listen and Discuss pg. 143
- discuss vocabulary
- learning goals
- listen to A passage about keeping your body healthy once then twice to fill out the chart
- facilitate turn and talk on pg. 144

Day 5: Learning About Language pg. 145
- discuss vocabulary
- practice grammar skill of homophones
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 147
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 4 Lesson 12: Choosing the Right Path</u>

Day 1: Before We Read pg. 163
- discuss vocabulary
- learning goals
- introduce analyzing characters

Day 2-3: Let's Read pg. 165
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 170

Day 4: Listen and Discuss pg. 171

- discuss vocabulary
- learning goals
- listen to a story about how a boy helped his neighbor once then twice to fill out the chart
- facilitate turn and talk on pg. 172

Day 5: Learning About Language pg. 173

- discuss vocabulary
- practice grammar skill of apostrophes
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 175

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 6: Grammar</u>

subject and predicate

- Introduction: pg. 57
- Guided Practice: pg. 59

Pronouns

- Introduction: pg. 60
- Guided Practice: pg. 61,63,64

Preposition and Prespositional Phrases

- Introduction: pg. 64
- Guided Practice: pg. 65

Independent Practice: pg. 66

<u>The Write Track Unit 2 Lesson 10:</u> Compare and Contrast

Compare and Contrast

- Introduction: pg. 98
- Guided Practice: pg. 98

Independent Practice: pg. 104

<u>The Write Track Unit 3 Lesson 13: Opinion Writing</u>

- Introduction: pg. 147
- Guided Practice (each step of the writing process): pg. 148 - 158

Independent Practice: pg. 159 - 162 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level E Student Books, The Write Track Level E
IReady Curriculum Grade 5, IReady Writing

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **bring in different foods and read the nutritional labels**
- Use of assisted technology - **modify AAC device to include answers for prepositional phrases**
- Modification of content and student products - **give students a problem to solve that would be more appropriate to student**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **activities manipulatives to decide if something would be healthy**
- Use of assisted technology - **enhanced audio with subtitles**
- Modification of content and student products - **modify student pictures so they are enlarged**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **visuals for vocabulary**
- Use of prompts - **repetition of content when necessary**
- Modification of content and student products - **including a word bank when appr**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons - **moving pace faster with grammar if students demonstrate mastery**
- Independent study - **researching common ways to be healthy and determining what one is the most beneficial.**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2

Desired Results

Unit 2: The Reason for Change and Writing to Inform

Unit Summary: Students will explore creative problem-solving methods and reasons for why things needed to change. They do this by reading about different yet similar things, such as endangered animals and the evolution of

sport rules. Students will understand how certain sequences and causes of events contribute to rules being enacted. Students will use the steps for writing to inform, which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic.

Learning Standards

NJSLS:

NJSLS ELA Grade 5 - 2023

Reading

RI.CR.5.1: Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences 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 information in the text.

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

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

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

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

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.

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

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

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.

Writing

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

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

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

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

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

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

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

RI.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.

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

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

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

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
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ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that

* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by

* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

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* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

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

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Computer Science & Design Thinking (*CS & DT*):

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

Interdisciplinary Connections:

Science

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem

Social Studies

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need

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

6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.

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

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

Learning Targets

Unit Essential Questions:

What is the reason for things to change?

Why do some species become extinct?

Why is the need for people to do something about animals that are endangered?

How have sports changed for the better?

What purpose do rules serve in sports?

Unit Enduring Understandings:

Whether it is in school, in the wild or in society, things can change for the better or for the worse.

When certain events occur, it can prompt change.

Some species are on the verge of extinction from natural causes and also human impact.

If people do not support animals that are endangered, the animal may cease to exist and effect the entire ecosystem.

Sports have changed for the better to keep people interested both in playing and watching.

By having rules in sports, and being willing to change them, the game will continue to be entertaining and fair for all.

Vocabulary:

Team Unit 1 Lesson 2:

Tier 1: blame, ceremonies, chemical, destruction, license, protect, survive, Tier 2: alter, banned, fragile, illegal, mission, rate, risk, sequence, threat, thriving Tier 3: endangered, extinct, hatched, marshes, species, threatened

Team Unit 2 Lesson 4:

Tier 1: action, boring, introduced, sections, strength Tier 2: adopted, averaged, cause, court, effect, fact, opinion, reserve, throughout, version, Tier 3: designated, professional, score, spectators, tense

The Write Track Unit 1 Lesson 2: Contexts clues, synonyms, antonyms, examples, definitions, descriptions,

The Write Track Unit 2 Lesson 8: Main idea, details,

The Write Track Unit 3 Lesson 16: informative writing, sequence

Students will be able to:

Content Objectives

- identify sequence of events
- identify and use singular and plural nouns with the correct verb
- identify causes and effects
- identify verb tenses and use past tense verbs
- write an opinion and support it
- understand the meaning of words through context clues
- write an opened ended prompt using a main idea with details
- compose an informational writing piece that is based on facts

Language Objectives

- read, discuss, and write about endangered animals
- listen to a passage about polar bears
- write about a sequence of events that causes an animal to become threatened or endangered
- read, discuss, and write about different sports and their rules
- listen to a passage about women's basketball

Learning Activities & Differentiation: *(Climate Change)*

Team Unit 1 Lesson 2: Animals At Risk

Day 1: Before We Read pg. 20

- discuss vocabulary
- learning goals
- introduce sequence of events

Day 2-3: Let's Read pg. 22

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 27

Day 4: Listen and Discuss pg. 28

- discuss vocabulary
- learning goals
- listen to a passage about endangered animals once, than the second time take notes on the venn diagram
- facilitate turn and talk on pg. 29

Day 5: Learning About Language pg. 30

- discuss vocabulary
- practice grammar skill of nouns
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 32

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

Team Unit 2 Lesson 4: Rules of the Game

Day 1: Before We Read pg. 49

- discuss vocabulary
- learning goals
- introduce cause and effect

Day 2-3: Let's Read pg. 51

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 56

Day 4: Listen and Discuss pg. 57

- discuss vocabulary
- learning goals
- listen to a passage about women's basketball once, than twice to fill out the chart
- facilitate turn and talk on pg. 58

Day 5: Learning About Language pg. 59

- discuss vocabulary
- practice grammar skill of verbs
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 61

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 2: Words in Context</u>

Word Clues pg. 22

Synonyms and antonyms

- Introduction: pg. 23
- Guided Practice: pg. 25

Examples, definitions, descriptions,

- Introduction: Pg. 26
- Guided Practice pg. 28

Independent Practice: pg. 30

<u>The Write Track Unit 2 Lesson 8: Main Idea and Details</u>

Main Idea and Details

- Introduction: pg. 81
- Guided Practice: pg. 81

Independent Practice: pg. 85

<u>The Write Track Unit 3 Lesson 16: informative writing</u>

- Introduction: pg. 198
- Guided Practice (each step of the writing process): pg. 198 - 210

Independent Practice: pg.211 - 214 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level E Student Books, The Write Track Level E
IReady Curriculum Grade 5, IReady Writing

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats **- watching videos of different sports**
- Use of assisted technology - **programming AAC to include animals that are being talked about.**
- Modification of content and student products - **modify writing content**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **creating activities to sort endangered animals**
- Use of assisted technology - **using sound buttons for animal sounds**
- Use of prompts - **prompting students when talking about a different sport**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **adding kinesthetic activities when talking about sports**
- Modification of content and student products - **adding additional content when talking about vocabulary words**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study - **choose a sport and investigate a rule that has been implemented in that sport**
- Interest-based content - **create another informative writing on a topic of choice.**
- Real-world problems and scenarios - **choose an endangered animal in New Jersey and create a solution to help that animal**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3

Desired Results

Unit 3: Exploring New Opportunities and Writing a Narrative

Unit Summary: Students will explore and informational texts that examine what opportunities people can have in the future and how time impacts the population. The texts in this unit will help students draw inferences and compare and contrast the opportunities certain places have. In writing, students will learn about narrative writing while implementing the rules of figurative language.

Learning Standards

NJSLS:

NJSLS ELA Grade 5 - 2023

Reading

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

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

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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

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

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

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

A. Interpret figurative language, including similes and metaphors, in context.

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.

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

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

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

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

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

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

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

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.

Writing

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

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

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

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

W.WR.5.5: Establish a central idea about a topic, investigation, 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 word, making note of any similarities and differences among ideas presented; and provide a list of sources.

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

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

RI.CI.5.2: Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RL.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.

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

B. Maintain consistency in verb tense; place phrases and clauses; choose between adjective and adverbs.

C. Ensure agreement between subject and verb and between pronoun and antecedent.

D. Distinguish between frequently confused words.

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.

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

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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

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

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that

* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by

* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that

* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
9.1.5.FP.3: Analyze how spending choices and decision making can result in positive or negative consequences

Computer Science & Design Thinking (*CS & DT***):**

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.DA.4: Organize and present climate change data visually to highlight relationships or support a claim

Interdisciplinary Connections:

Science

5-ESS2-2 Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.
3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
6.1.5.GeoGI.1:Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
How does time effect the people in the United States? What purpose does daylight savings hold? What influences people to go into different careers?	In one time zone of the country, it could be morning but in another it still could be night.

When thinking about the future, why should you learn the most about yourself?	Time zones affect people who travel and also, those who are looking for entertainment from things such as sports. Daylight savings is a topic that is consistently debated as it is supposed to give "extra energy." Some factors that influence people to go into careers are family, personal interests and what the future holds. By learning about ourselves, we can figure out what career will be the most interesting and right.

Vocabulary:

Team Unit 3 Lesson 7:

Tier 1: accidents, adjust, advantages, affect, depends, major Tier 2: arrival, conclude, Departure, election, infer, method, reported, reports, schedule, standard, Tier 3: Abbreviation, daylight savings time, timezone

Team Unit 4 Lesson 11:

Tier 1: Choice, choir, chorus, exists, Experience, future, limit, opportunities Tier 2: advantage, options, tutor, Tier 3: Architect, career, journalist, matrix, mechanic, profession, script, script writer, social media, veterinarian,
The Write Track Unit 1 Lesson 1: Prefix, root word, suffix, compound words, contraction

The Write Track Unit 1 Lesson 3: Literal language, figurative language, idiom, simile, metaphor, personification, Onomatopoeia, hyperbole

The Write Track Unit 3 Lesson 14: Narrative, personal narrative, creative narratives, time order, setting, dialogue

Students will be able to:

Content Objectives

- Make inferences and draw conclusions
- Using punctuate abbreviations correctly
- Use, to separate words in a series and with an introductory clause
- write about a career
- compare and contrast to professions

- break down words to identify each word part using prefixes, root words and suffixes
- create compound words by adding two words together
- use literal and figurative language correctly
- Identify the different parts of figurative language
- compose a personal narrative in first person

Language Objectives

- Read discuss and write about time zones
- Listen to and understand a conversation about daylight savings time
- Write a persuasive paragraph about daylight savings
- read discuss and write about future jobs
- listen to a conversation about a job and participate in a discussion

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI])*

Team Unit 3 Lesson 7: In the Time Zone

Day 1: Before We Read pg. 92

- discuss vocabulary
- learning goals
- introduce making inferences

Day 2-3: Let's Read pg. 94

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 99

Day 4: Listen and Discuss pg. 100

- discuss vocabulary
- learning goals
- listen to a Conversation between two friends about daylight saving time once then twice to fill out the web
- facilitate turn and talk on pg. 101

Day 5: Learning About Language pg. 102

- discuss vocabulary
- practice grammar skill of abbreviations
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 104

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 4 Lesson 11: Exploring the World of Work</u>

Day 1: Before We Read pg. 187

- discuss vocabulary
- learning goals
- introduce compare and contrast

Day 2-3: Let's Read pg. 151

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 156

Day 4: Listen and Discuss pg. 157

- discuss vocabulary
- learning goals
- listen to An interview about a person's job once then twice to fill out the chart
- facilitate turn and talk on pg. 158

Day 5: Learning About Language pg. 159

- discuss vocabulary
- practice grammar skill of commas
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 161

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

The Write Track Unit 1 Lesson 1: Word Parts

Prefixes

- Introduction: pg. 8
- Guided Practice: pg. 10

Suffixes

- Introduction: Pg. 11
- Guided Practice pg. 13

Roots

- Introduction: pg. 15
- Guided Practice: pg. 17

Compound Words

- Introduction: pg. 18
- Guided practice: pg. 20

Independent Practice: pg. 21

The Write Track Unit 1 Lesson 3: Word Relationships

Word Relationships

- Introduction: pg. 33
- Guided Practice: pg. 34

Independent Practice: pg. 38

The Write Track Unit 3 Lesson 14: Narrative Writing

- Introduction: pg. 163
- Guided Practice (each step of the writing process): pg. 163 - 176

Independent Practice: pg. 177 - 180 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level E Student Books, The Write Track Level E
IReady Curriculum Grade 5, IReady Writing

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **hands on activities when talking about different work professions**
- Use of prompts - **visual prompts for students to shift gears into talking about a different profession.**
- Testing accommodations - **including pictures to help students determine A.M and P.M**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **use audio with pictures to show scenarios of time zones**
- Use of assisted technology - **video examples of professions**
- Authentic assessments - **assessments that are accessible to students.**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of prompts - **prompting students to reread the section again**
- Modification of content and student products - **reducing the number of time zones talked about**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study - **choose a state that does NOT use daylight savings and investigate why that is**
- Higher-order thinking skills - **pro and cons to daylight savings**
- Interest-based content - **research a profession that is not talked about in the book**
- Student-driven instruction
- Real-world problems and scenarios -

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4

Desired Results

Unit 4: Seeing the Positive and Writing to Analyze Literature

Unit Summary: The informational and fictional texts in this unit explore the good things in speaking up to protect animals and people we care about. Students will develop an understanding of cause and effect while identifying the point of view. In writing, students will learn about response to literature through poetry. They will then write a literary analysis essay.

Learning Standards

NJSLS:

NJSLS ELA Grade 5 - 2023

Reading

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

RI.IT.5.3: Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

RI.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.

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.

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.

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

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

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

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.

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.

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.

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

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

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.

Writing

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

A. Introduce a topic clearly to provide focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g. *in contrast*, *especially*).
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
E. Provide a conclusion related to the information of explanation presented.

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

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

W.WR.5.5: Establish a central idea about a topic, investigation, 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 word, making note of any similarities and differences among ideas presented; and provide a list of sources.

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

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

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

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

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

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

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).

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

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

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

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.

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that

* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by

* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that

* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
9.1.5.RMI.2: Justify reasons to have insurance.

Computer Science & Design Thinking (*CS & DT***):**

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

Interdisciplinary Connections:

Science

3-5-ETS1-2Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Social Studies

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families

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

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

Learning Targets

Unit Essential Questions:

Why have National Parks needed to implement new rules?

What regulations are in place to protect wildlife?

What can we do when things do not go as planned?

What does it mean to "stay positive?"

Unit Enduring Understandings:

Many national parks have needed to implement rules to protect the animals and nature as people have harmed the environment and animals have harmed people.

Some regulations in place are to close off areas of the park, and to not feed the animals.

Though many rules have now been implemented, national parks are beautiful places to see and explore.

When things do not go as planned, it is important to take a step back and see what did go well.

To "stay positive," is to continue to look up, even when unplanned events occur.

Vocabulary:

Team Unit 1 Lesson 1:

Tier 1: admire, injured, manages, meadows, tourists, Tier 2: accustomed, dump, encounters, multiple, purpose, result

Tier 3: erupts, geysers, grizzly bear, habitat, management, national, population, regulations

Team Unit 2 Lesson 6:

Tier 1: collapsed, contribute, contribution, dentist, detoured, gym, hustle Tier 2: alternate, decision, dribble, eligible, finale, substitute Tier 3: athletics, benchwarmer, compound noun, errors, forfeit, league, opponent, playoff, point of

view, shortstop

The Write Track Unit 1 Lesson 5: Statement, command, period, comma, question mark, exclamation mark, quotation marks, apostrophe, Possessive noun

The Write Track Unit 2 Lesson 9: Cause, effect,

The Write Track Unit 3 Lesson 17: response to literature

Students will be able to:

Content Objectives

- identify cause and effect
- understand and use multiple meaning words
- write a letter to describe a place
- identify point of view
- identify and use open and closed compound nouns correctly
- utilize basic English end marks and punctuation
- show ownership to the subject in the sentence with possessive nouns
- write an opened ended prompt using a cause and effect
- create a response to literature writing after reading a given story

Language Objectives

- read, discuss, and write about bears at Yellowstone National Park
- Listen to a passage about Yellowstone National Park
- read, discuss, and write about working as a team
- listen to and understand a story about a basketball game
- write a paragraph about a contribution to a team

Learning Activities & Differentiation: *(Climate Change)*

Team Unit 1 Lesson 1: Bear Watching

Day 1: Before We Read pg. 6

- discuss vocabulary
- learning goals
- introduce cause and effect

Day 2-3: Let's Read pg. 8

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 13

Day 4: Listen and Discuss pg. 14

- discuss vocabulary
- learning goals
- listen to a conversation about national parks once, than twice to fill out the web
- facilitate turn and talk on pg. 15

Day 5: Learning About Language pg. 16

- discuss vocabulary
- practice grammar skill of multiple meaning words
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 18

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 2 Lesson 6: All for One, One for All.</u>

Day 1: Before We Read pg. 77

- discuss vocabulary
- learning goals
- introduce point of view

Day 2-3: Let's Read pg. 79

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks

- complete show what you know
- independent "what did you learn" pg. 84

Day 4: Listen and Discuss pg. 85

- discuss vocabulary
- learning goals
- listen to a story about a basketball game, then fill out the venn diagram
- facilitate turn and talk on pg. 86

Day 5: Learning About Language pg. 87

- discuss vocabulary
- practice grammar skill of compound noun
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 89

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 5: Rules of English</u>

Using Capital letters

- Introduction: pg. 49
- Guided Practice: pg. 50

Punctuation, commas, quotation marks

- Introduction: Pg. 50
- Guided Practice pg. 55

Apostrophes

- Introduction: pg. 55
- Guided Practice: pg. 55

Independent Practice: pg. 56

<u>The Write Track Unit 2 Lesson 9: Cause and Effect</u>

Cause and Effect

- Introduction: pg. 89
- Guided Practice: pg. 90

Independent Practice: pg. 95

<u>The Write Track Unit 3 Lesson 17: Response to Literature</u>

- Introduction: pg. 215
- Guided Practice (each step of the writing process): pg. 215 - 227

Independent Practice: pg.228 - 232 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level E Student Books, The Write Track Level E
IReady Curriculum Grade 5, IReady Writing

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit***

- Use of visual and multisensory formats - **provide different textures when talking about bears**
- Use of assisted technology - **program AAC to include vocabulary**
- Use of prompts - **prompt student when switching point of view**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit
- Use of visual and multisensory formats - **enlarged vocabulary pictures**
- Modification of content and student products - **auditory enhanced content**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit
- Use of prompts - **prompting students when talking about rules for national parks**
- Modification of content and student products - **adding vocabulary or context boxes on the side for guidance**
- Authentic assessments - **rereading and explaining questions on assessments.**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit
- Independent study - **choose a national park and research how the park protects the animals**
- Higher-order thinking skills - **answer a high level thinking question that deals with**
- Real-world problems and scenarios - **find a national park with a current problem and create a plan to solve it**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 5

Desired Results

Unit 5: Keeping People Safe and Writing to Describe

Unit Summary: In this unit, students will indulge themselves in informational texts. They will read how there are those who keep people safe while playing sports and how traveling in America far ago could have dangers. Students will learn that there are options when it comes to the wellbeing of others. Furthermore in writing, students will use their senses to compose descriptive writing.

Learning Standards

NJSLS:

NJSLS ELA Grade 5 - 2023

Reading

RI.CR.5.1: Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences 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.PP.55: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

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

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.

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

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

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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

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

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

A. Interpret figurative language, including similes and metaphors, in context.
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.

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

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

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.

Writing

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

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

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

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

W.WR.5.5: Establish a central idea about a topic, investigation, 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 word, making note of any similarities and differences among ideas presented; and provide a list of sources.

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

RI.CR.5.1: Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences 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 information in the text.

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

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

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
C. Ensure agreement between subject and verb and between pronoun and antecedent.

L.KL.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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

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.

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that

* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by

* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions

* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
9.1.5.EG.2: Describe how tax monies are spent

Computer Science & Design Thinking (*CS & DT***):**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Interdisciplinary Connections:

Science

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Social Studies

6.1.5.Civic.DP.1:Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
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).
6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion,freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
6.1.5.CivicsHR.2: Research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**

What roles do sports officials play? What would happen if safety wasn't the main priority in sports? How has the development of roads and maps contributed to keeping people safe? What were some issues people ran into when traveling in Early America?	Sports officials manage the game to keep the players safe and the game fair. Without player safety, there would be more injuries to young children that could impact them for the rest of their lives. The development of roads and maps have allowed people to travel from one place to another with the confidence they will get there safely. Traveling in early America proved to be difficult because of mountains, rivers and other terrain that prohibited people from traveling over. With the advancement of technology, people have been able to overcome road obstacles.

Vocabulary:

Team Unit 2 Lesson 5:

Tier 1: assistants, avoid, concentrate, contact, disadvantage Tier 2: details, lead, outcome, role, specific Tier 3: average, decimal, fraction, official, penalty, percentage, ration, referee, stationary, statistics, synonym, tennis, tournaments, umpire

Team Unit 3 Lesson 8:

Tier 1: Annual, freight, rough, swamps, violent Tier 2: Accompanied, colonial, compare, contrast, obstacles, similar, suitable Tier 3: Appalachian mountains, barges, canals, constructed, construction, ferry, port, settlement, transport, transporting, waded

The Write Track Unit 1 Lesson 4: Homographs, homophones,

The Write Track Unit 3 Lesson 15: Descriptive writing

Students will be able to:

Content Objectives

- recognize the main idea and recall details
- identify and use synonyms correctly
- Compare and contrast means of travel in early America
- identify and use suffixes to form new words
- identify the Difference between homographs and homophones
- compose a descriptive writing by using details

Language Objectives

- read, discuss, and write about sports and the job of game officials
- listen to and understand a passage about sports statistics
- write an explanatory paragraph telling about a sport
- Read discuss and write about traveling America
- listen to a passage about cattle drives and discuss them
- write a journal entry about travel in early America

Learning Activities & Differentiation: *(Amistad,)*

Team Unit 2 Lesson 5: Making the Call

Day 1: Before We Read pg. 63

- discuss vocabulary
- learning goals
- introduce recalling details

Day 2-3: Let's Read pg. 65

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 70

Day 4: Listen and Discuss pg. 71

- discuss vocabulary

- learning goals
- listen to a passage about sport statistics once, than twice to fill in the chart
- facilitate turn and talk on pg. 72

Day 5: Learning About Language pg. 73
- discuss vocabulary
- practice grammar skill of synonyms
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 75
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 3 Lesson 8: Seeing Early America</u>

Day 1: Before We Read pg. 106
- discuss vocabulary
- learning goals
- introduce compare and contrast

Day 2-3: Let's Read pg. 108
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 113

Day 4: Listen and Discuss pg. 114
- discuss vocabulary
- learning goals
- Listen to a conversation between friends about a cattle drive once then twice to fill out the web
- facilitate turn and talk on pg. 115

Day 5: Learning About Language pg. 116
- discuss vocabulary
- practice grammar skill of suffixes
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 118

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 4: Multiple Meaning Words</u>
Homographs and homophones

- Introduction: pg. 40
- Guided Practice: pg. 44

Independent Practice: pg. 46

<u>The Write Track Unit 3 Lesson 15: Descriptive Writing</u>

- Introduction: pg. 181
- Guided Practice (each step of the writing process): pg. 181 - 193

Independent Practice: pg. 194 - 197 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level E Student Books, The Write Track Level E
IReady Curriculum Grade 5, IReady Writing

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **include pictures, videos and sounds when talking about early america**
- Use of assisted technology - **programming AAC to have vocabulary**
- Testing accommodations = **reread questions for students**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **include larger maps of early america**
- Use of assisted technology - **videos with different sports officials**
- Authentic assessments - **assessments accessible to students**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **include a vocabulary bank with pictures**
- Use of prompts - **prompting students to say focused**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Inquiry-based instruction - **research about why officials are important**
- Independent study - **create a chart comparing and contrasting the roles of sports officials**
- Real-world problems and scenarios - **choose a problem that happened in Early America, then create a solution**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 6

Desired Results

Unit 6: Traveling to Somewhere New and Writing a Personal Writing

Unit Summary: In this unit, students will explore two different literary fiction texts, one being realistic fiction and the other being a myth. Students will examine figurative language in a story about birds while also identifying the qualities that are found in a myth. In writing, students will develop an understanding of personal writing that include composing emails and letters.

Learning Standards

NJSLS:

NJSLS ELA Grade 5 - 2023

Reading

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

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

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

RL.MF.5.6: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RI.CR.5.1: Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences 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 information in the text.

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

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

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

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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

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

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

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

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 focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

Writing

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

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

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

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

W.WR.5.5: Establish a central idea about a topic, investigation, 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 word, making note of any similarities and differences among ideas presented; and provide a list of sources.

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

RI.CR.5.1: Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences 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.AA.5.7: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.AA.57: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.PI.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

B. Maintain consistency in verb tense; place phrases and clauses; choose between adjective and adverbs.
C. Ensure agreement between subject and verb and between pronoun and antecedent.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

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

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that

* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by
* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).

Computer Science & Design Thinking (*CS & DT***):**

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
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.

Interdisciplinary Connections:

Science

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Social Studies

6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
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).
6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently.
6.1.5.EconGE.5: Evaluate the economic impact of science and technology innovations on European exploration.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
How can figurative language provide a more vivid picture? Why are bald eagles celebrated? What qualities make up a myth? What happens when warnings are ignored?	By using figurative language, writers can give readers a better picture of the vision they have in their mind. Bald eagles are celebrated for their beauty and bravery as a symbol of the United States. Though myths can be similar to other genres, they involve gods and nature. When warnings are ignored, there could be negative consequences. Every action taken has a consequence, whether it is negative or positive.

Vocabulary:

Team Unit 1 Lesson 3:

Tier 1: binoculars, dozed, drowsy, ignore, restaurant, Tier 2: admiration, clasps, identify, observe, outline, tackle, Tier 3: azure, break, crag, figurative language, idiom, metaphor, perched, personification, prey, simile, talons

Team Unit 3 Lesson 9:

Tier 1: Proof, reins, throne Tier 2: Desire, frantic, grief, sneered, terrified, terrifying, Tier 3: Abstract, Apollo, chariot, Demeter,God, goddess, Hades, immortal, legend, mortal, meth, Persephone, pomegranate, Zeus

The Write Track Unit 3 Lesson 12: Formal, Personal, informal, Heading, greeting, body, closing, signature, comma, Turn address, mailing address, stamp, Recipient, subject line, Peer review,

Students will be able to:

Content Objectives

- understand figurative language
- identify and use adverbs
- Identify the characteristics of traditional literature
- write a myth
- identify and use concrete and abstract nouns
- write an essay through personal writing in an email or letter

Language Objectives

- read, discuss, and write about bird - watching
- listen to and understand a poem about a bird
- write a descriptive paragraph telling about a bird
- read discuss and write about myths
- listen to and discuss a myth
-

Learning Activities & Differentiation: *(Climate Change)*

Team Unit 1 Lesson 3: The Wonderful World of Birds

Day 1: Before We Read pg. 34

- discuss vocabulary
- learning goals
- introduce figurative language

Day 2-3: Let's Read pg. 36

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 41

Day 4: Listen and Discuss pg. 42

- discuss vocabulary
- learning goals
- listen to a poem about an eagle once, than twice to complete the list
- facilitate turn and talk on pg. 43

Day 5: Learning About Language pg. 44

- discuss vocabulary
- practice grammar skill of adverbs
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 46

- discuss vocabulary
- model quick write and expectations

- Complete organizer and writing

<u>Team Unit 3 Lesson 9: Travels to Faraway Lands</u>

Day 1: Before We Read pg. 120
- discuss vocabulary
- learning goals
- introduce identifying stories

Day 2-3: Let's Read pg. 121
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 127

Day 4: Listen and Discuss pg. 128
- discuss vocabulary
- learning goals
- listen to a Myth once then twice to fill out the chart
- facilitate turn and talk on pg. 129

Day 5: Learning About Language pg. 130
- discuss vocabulary
- practice grammar skill of nouns
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 132
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 3 Lesson 12: Personal Writing</u>
- Introduction: pg. 128
- Guided Practice (each step of the writing process): pg. 129 - 142

Independent Practice: pg. 143 - 146 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level E Student Books, The Write Track Level E
IReady Curriculum Grade 5, IReady Writing

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **provide videos, and more material for myths**
- Use of assisted technology - **program AAC for vocabulary**
- Modification of content and student products - **simplifying when appropriate**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **videos about bald eagles**
- Modification of content and student products - **modification of content to include audio of eagles**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **sentence frames for personal writing**
- Use of prompts - **reteaching and reinforcing myths**
- Modification of content and student products - **adding pictures of the characters in the myth**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Inquiry-based instruction **research why Bald eagles are rare to see**
- Independent study - **choose a greek god to research and say their origin**
- Higher-order thinking skills - **pick an aspect of nature and find the different reasons why people think it came to be**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups