Cedar Grove School District
Cedar Grove, NJ

2016 | **Language Arts Literacy**
Grade 5

Approved by the Cedar Grove Board of Education on

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. Frank Mandala, Vice-President
Mrs. Pam Burke
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Grade 5
Statement of Purpose

In order to address academic content areas and life skills, fifth grade students must learn to use language effectively in various ways. New Jersey Student Literacy skills and understandings, therefore, are necessary for students to make the most of the texts they read, the information they write, and through the words they use to communicate. In the fifth grade English curriculum, students will develop their ability to read and comprehend increasingly complex texts, utilizing various strategies and skills to become proficient readers. Through supplication of the writing process, students will develop writing that is applicable to specific tasks, purposes, and audiences. Through language instruction, students will understand how to incorporate the essential "rules" of written and spoken language across different content areas. Just as students must learn essential literacy strategies and skills, an emphasis on application and presentation will provide students the opportunity to read, write, and create with lasting implications extending beyond the classroom.

This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts

The standards are located at http://www.state.nj.us/education/aps/cccs/lal/.
A full listing of the Grade 5 New Jersey Student Learning Standards
can be found at the end of this document.

Grade 5 Scope and Sequence	
Unit 1	September – October
Unit 2	November – January
Unit 3	January – February
Unit 4	March – April
Unit 5	April – June

Grade 5
Language Arts Literacy

Unit 1

Fictional texts utilize specific literary elements to create stories that entertain readers or teach them life lessons. In this unit, fifth grade students learn that theme, plot (exposition, rising action, climax, falling action, resolution), and conflict are necessary components to every story. They will learn how to identify these components in various picture books, short stories, and novels. Students will also use this information when crafting their own stories within the corresponding writing unit.

21st Century Skills:

	Creativity & Innovation	**X**	Communication
X	Critical Thinking and Problem Solving	**X**	Collaboration

Unit 1 Learning Targets

Students will be able…
- to determine how point of view impacts the characters, setting, or events in a story using specific details from the text.
- to analyze how characters change based on descriptions, dialogue, and interactions.
- to locate setting clues to enhance understanding of plot.
- to organize basic story elements in a logical sequence.
- to determine correct audience, task, and purpose by interpreting writing prompts.
- to use plot/conflict to develop characters through narrative writing.
- to locate words and phrases using print and digital sources to find and determine the precise meaning of keywords and phrases.
- to produce narratives that develop characters and events through effective narrative techniques.
- to produce opinion writing that links ideas and reasons.

Student Learning Objectives	Corresponding NJSLS
Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	**RL.5.1; RI 5.1**
Determine a theme of a story, drama, or poem.	**RL.5.2**
Discuss how characters respond to challenges or how the speaker in a poem reflects upon a topic.	**RL.5.2**
Summarize the text.	**RL.5.2**
Justify how the parts of a text contribute to the overall meaning of a work regarding the order of chapters, scenes or stanzas.	**RL.5.5**
Describe the point of view of the speaker or narrator.	**RL.5.6**
Speculate how point of view influences the description of the events in a text.	**RL.5.6**
Compare, contrast and reflect on stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**RL.5.9**
Read and comprehend literature independently including stories, dramas, and poetry in grades 4-5 text complexity or above, with scaffolding as needed.	**RL.5.10**
Explain 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.	**RL.5.3**
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.5.5**
Explain how an author uses evidence to support specific points.	**RI.5.8**
Identify what evidence supports each point.	**RI.5.8**

Demonstrate the ability to decode unknown grade-level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multi-syllabic words in grade 5 text and out of context.	**RF.5.3.a**
Use accuracy, appropriate rate, and expression when reading grade-level prose and poetry.	**RF.5.4.b**
Apply context clues and self-correction strategies when recognizing and understanding grade 5 level words, rereading as necessary.	**RF.5.4.c**
Write a narrative creating an introduction that introduces a narrator and/or character.	**W.5.3.a**
Apply narrative techniques such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.	**W.5.3.b**
Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.	**W.5.4**
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	**W.5.6**
Produce writing within long (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences.	**W.5.10**
Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic.	**SL.5.1.a**
Report on a topic or text or present an opinion.	**SL.5.4**
Speak clearly at an understandable pace.	**SL.5.4**
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**L.5.2**
Use underlining, quotation marks, or italics to indicate titles of works.	**L.5.2.d**
Spell grade-appropriate words correctly, consulting references as needed.	**L.5.2.e**
Locate key words and phrases using print and digital dictionaries, glossaries and thesauruses, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.	**L.5.4.c**
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	**L.5.5.c**

Unit 1 Essential Questions	Unit 1 Enduring Understandings
- How do successful readers improve their reading level and interest? - How do readers determine how characters, events, and ideas develop and interact? - How do readers discover the message the author conveys? - How do writers use references to vary word choice in writing? - How do writers develop effective pieces of writing through narrative techniques?	- Successful readers establish how story elements contribute to the overall understanding of a story. - Writers choose their words based on audience, task, and purpose. - Writers employ various resources to incorporate language/vocabulary in writing to further explain a topic or situation. - Successful writers develop narratives that are comprehensive and complete, incorporating story elements to craft stories that entertain.

Standard Code #	New Jersey Student Learning Standards
RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.3	Explain 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.5.5	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.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.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.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 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 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.

L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    d. Use underlining, quotation marks, or italics to indicate titles of works.
	    e. Spell grade-appropriate words correctly, consulting references as needed.

L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility 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 keywords and phrases.
L.5.5	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.

Evidence of Learning

Summative Assessment

- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Unit Assessment
- Narrative Writing Assessment
- Reader's Workshop
- Writing Tests
- Opinion/Informational Writing
- Teacher-Made Assessments

Formative Assessment

- Question and Answer
- Graphic Organizers/Maps/Webs
- Individual Student Progress Checks
- Think-Pair-Share
- Teacher Observation
- Student/Group Conferencing
- Share and Show with Whiteboards
- Entrance/Exit Tickets
- Task Cards
- Self-Assessment
- Daily Learning/Response Logs
- Individual Marker Boards
- Peer-Assessment
- Quiz
- Homework
- Collaborative Feedback

Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Teacher/student created anchor charts
- *Teachers Pay Teachers*, https:// www.teacherspayteachers.com
- *Pinterest,* https://www.pinterest.org
- *YouTube Education*, https://www.youtube.com/t/education
- *Vocabulary SpellingCity,* https://www.spellingcity.com
- *Quizlet,* https://www.quizlet.com
- *ReadWriteThink,* https://www.readwritethink.com
- *SMART Exchange*, http://exchange.smarttech.com
- *The Partnership for Assessment of Readiness for College and Careers*, http://parcc.pearson.com/

Integration of Technology

- Computers
- SMART Board
- Moby Max, http://www.mobymax.com
- https://www.pearsonsuccessnet.com

Curriculum Development Resources
● http://www.corestandards.org/   ● http://www.state.nj.us/education/modelcurriculum/ela/   ● http://www.state.nj.us/education/aps/cccs/lal/

Grade 5
Language Arts Literacy

Unit 2

Successful readers make sense of text through predictions, asking questions, and clarifying details within text. By using textual evidence and knowledge, students are able to make sense of what they are reading. Likewise, when students do not understand something, they will develop skills necessary to question the text to become actively engaged readers and comprehend complex text on a deeper level. During Unit 2, fifth grade students learn how to use what they know to make predictions about what they read. In addition to questioning, students will learn how to apply strategies to clarify narrative and informational texts that are unclear. Asking questions of peers, using reference materials and reviewing what they already know are strategies to use when clarification of text is necessary. Making sense of text will help students navigate challenging text and become skillful an independent readers.

21st Century Skills:

__ Creativity & Innovation	**X** Communication
X Critical Thinking and Problem Solving	**X** Collaboration

Unit 2 Learning Targets

Students will be able…
- to distinguish between what is explicit and what is inferred.
- to recognize the structure and features of text to make predictions when reading.
- to make sense of text by asking questions to determine key ideas and details from text both explicitly and implicitly.
- to generate questions during reading to clarify.
- to recognize multiple interpretations of a story.
- to write to narrative, informative, and opinion pieces.
- to use evidence from resources to support opinion or ideas.
- to explain interactions between individuals, events, or ideas based on the explicit and implicit information from text.
- to clarify information from the text to understand how an author uses reasons and evidence to support an idea found in a text.

Student Learning Objectives	Corresponding NJSLS
Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.	**RL.5.3**
Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	**RL.5.4**
Analyze how the graphics or the media in a multi-media presentation help the reader to understand more about the meaning, tone, or beauty of a text.	**RL.5.7**
Compare, contrast, and reflect on stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**RL.5.9**
Read increasingly complex texts on or above grades 4–5 text complexity band independently and proficiently.	**RL.5.10**
Determine and summarize two or more main ideas of a text and explain how they are supported by key details.	**RI.5.2**
Determine the meaning of general academic and domain-specific words and phrases in a text.	**RI.5.2**
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events and ideas in two or more texts.	**RI.5.5**

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**RI.5.6**
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.	**RF.5.3.a**
Create an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose.	**W.5.1.a**
Introduce a topic or text clearly and state an opinion.	**W.5.1.a**
Provide logically ordered reasons that are supported by facts and details from text(s) to support an opinion.	**W.5.1.b**
Link opinion and reasons using words (e.g., *consequently, specifically*).	**W.5.1.c**
Write a conclusion related to the opinion presented.	**W.5.1.d**
Introduce a topic clearly when writing informative/explanatory text.	**W.5.2.a**
Provide a general observation and focus when writing informational/expository text.	**W.5.2.a**
Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	**W.5.2.b**
Link ideas within and across categories of information using words (e.g. e*specially, consequently, furthermore)*.	**W.5.2.c**
Express ideas using precise language and domain-specific vocabulary to explain topic.	**W.5.2.d**
Write a conclusion related to the information of explanation presented.	**W.5.2.e**
Use a variety of transitional words to manage the sequence of events.	**W. 5.3.c**
Use concrete words and phrases and sensory details to convey experiences and events precisely.	**W. 5.3.d**
Create a conclusion that follows from the narrated experiences or events.	**W. 5.3.e**
Produce clear and coherent writing, appropriate to task, purpose, and audience.	**W.5.4**
With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	**W 5.5**
With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others	**W 5.6**
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**W.5.7**
Draw evidence from literary or informational texts to support analysis, reflection, and research.	**W.5.9**
Apply grade 5 Reading standards to informational texts.	**W.5.9.b**
Create writing pieces routinely over extended (time for research, reflection, and revision)and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	**W.5.10**
Follow agreed-upon rules and assigned roles in one-on-one small and whole group discussions.	**SL.5.1.b**
Summarize a grade 5 written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**L.5.2**
Report on a topic or text.	**SL 5.4**
When presenting a report, sequence ideas logically.	**SL 5.4**
Recognize and correct inappropriate shifts in verb tense.	**L.5.1.d**
Use punctuation to separate items in a series.	**L.5.2.a**
Use a comma to set off the words yes and no (e.g., Yes, thank you).	**L.5.2.c**
Use a comma to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?)	**L.5.2.c**
Use a comma to indicate direct address (e.g., Is that you, Steve?).	**L.5.2.c**

Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content.	**L.5.4**
Acquire and use grade appropriate general academic and domain specific words.	**L.5.6**
Acquire phrases that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	**L.5.6**
When presenting a report, use appropriate facts and relevant, descriptive details to support main ideas or themes.	**L.5.6**
Speak clearly at an understandable pace when presenting a report.	**L.5.6**

Unit 2 Essential Questions	Unit 2 Enduring Understandings
- How do readers ask questions about the text, identifying and addressing different types of questions? - How do readers use background knowledge of a subject to better comprehend a text? - How do readers use text to support an interpretation? - How do readers use text structure and features to locate and clarify information?	- Good readers employ comprehension strategies and what they know to make sense of the text. - Successful readers provide evidence that supports answers to interpretive questions, clarifications, connections, and inferential claims. - Good writers support position with real world connections and textual based facts. - Good writers know the importance of acquiring credible information and presenting successfully to an audience.

Standard Code #	New Jersey Student Learning Standards
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.7	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).
RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
RI.5.5	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.5.5	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.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
W.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.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 aiding comprehension.
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	c. Link ideas within and across categories 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.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	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.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing

	their own clearly. 　　b. Follow agreed-upon rules for discussions and carry out assigned roles.
SL 5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL5.4	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.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　　d. Recognize and correct inappropriate shifts in verb tense.
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　　a. Use punctuation to separate items in a series. 　　c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning 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.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., h*owever, although, nevertheless, similarly, moreover, in addition*).

Evidence of Learning

Summative Assessment

- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Unit Assessment
- Narrative Writing Assessment
- Opinion/Informational Writing
- Reader's Workshop
- Writing Tests
- Teacher-Made Assessments

Formative Assessment

- Question and Answer
- Graphic Organizers/Maps/Webs
- Individual Student Progress Checks
- Think-Pair-Share
- Teacher Observation
- Student/Group Conferencing
- Share and Show with Whiteboards
- Entrance/Exit Tickets
- Task Cards
- Self-Assessment
- Daily Learning/Response Logs
- Individual Marker Boards
- Peer-Assessment
- Quiz
- Homework
- Collaborative Feedback

Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Teacher/student created anchor charts
- *Teachers Pay Teachers*, https:// www.teacherspayteachers.com
- *Pinterest,* https://www.pinterest.org
- *YouTube Education*, https://www.youtube.com/t/education
- *VocabularySpellingCity,* https://www.spellingcity.com
- *Quizlet,* https://www.quizlet.com
- *ReadWriteThink,* https://www.readwritethink.com

- *SMART Exchange*, http://exchange.smarttech.com
- *The Partnership for Assessment of Readiness for College and Careers*, http://parcc.pearson.com/

Integration of Technology

- Computers
- SMART Board
- *Moby Max*, https://www.mobymax.com
- https://www.pearsonsuccessnet.com

Curriculum Development Resources

- http://www.corestandards.org/
- http://www.state.nj.us/education/modelcurriculum/ela/
- http://www.state.nj.us/education/aps/cccs/lal/

Unit 3

Reading for content knowledge with the ability to discern information from text helps readers read to learn. In Unit 3, fifth grade students earn how to use previously introduced strategies to locate information from text. Through identification, inference, and evaluation of explicit features of narrative and informational texts, students develop a comprehensive understanding of the text. By synthesizing information in writing, students will write a knowledgeable and well-supported response to reading. Students will use figurative language features of writing to continue to craft narratives.

21st Century Skills:

X Creativity & Innovation	**X** Communication
X Critical Thinking and Problem Solving	**X** Collaboration

Unit 3 Learning Targets

Students will be able…
- to compare and contrast the organizational structures used in two or more texts.
- to recognize the connection between text structure and author's purpose.
- to determine the meaning of unknown words using context clues.
- to evaluate nonfiction text for clarity and accuracy of information based on background knowledge, knowledge about the author, and the use of other reference sources.
- to apply an understanding of text features and structures to navigate efficiently between and among texts.
- to complete writing tasks according to determined time frame, task, purpose, and audience.
- to develop and enhance revising and editing skills.
- to comprehend proper verb usage and apply this knowledge to their own writing.
- to understand effective usage of commas within writing.

Student Learning Objectives	Corresponding NJSLS
Compare and contrast two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.	**RL.5.3**
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**RL.5.4, L.5.5.a**
Analyze how the graphics or the media in a multimedia presentation help the reader to understand more about the meaning, tone, or beauty of a text.	**RL.5.7**
Compare, contrast and reflect on stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**RL.5.9**
Read increasingly complex text at the grades 4-5 or above text complexity band independently and proficiently.	**RL.5.10**
Determine and summarize two or more main ideas of a text and explain how they are supported by key details.	**RI.5.2**
Explain 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.5.3**
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts or information in two or more texts.	**RI.5.5**
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**RI.5.6**
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.	**RF.5.3.a**
Read grade-level text with purpose and understanding.	**RF.5.4.a**

Read grade-level prose and poetry aloud with appropriate rate, expression, and accuracy.	**RF.5.4.b**
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.5.4.c**
Link opinion and reasons using phrases when writing opinion pieces.	**W.5.1.c**
Write a narrative creating an introduction that introduces a narrator and/or character.	**W.5.3.a**
Use narrative techniques, such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.	**W.5.3.b**
Use a variety of transitional phrases to manage the sequence of events.	**W.5.3.c**
Use concrete words and phrases and sensory details to convey experiences and events precisely.	**W.5.3.d**
Create a conclusion that follows from the narrated experiences or events.	**W.5.3.e**
Produce clear and coherent writing, appropriate to task, purpose, and audience.	**W.5.4**
With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	**W.5.5**
With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	**W.5.6**
Apply grade 5 Reading standards to literature, by responding to literature through writing that compares and contrasts two or more characters, setting, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]").	**W.5.9.a**
Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	**W.5.10**
Pose and respond to specific questions by making comments that contribute to a discussion and elaborate on the remarks of others.	**SL.5.1.c**
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses when writing and speaking.	**L.5.1.b**
Recognize and correct inappropriate shifts in verb tense.	**L.5.1.d**
Use correlative conjunctions (e.g., either/or, neither/nor) when writing speaking.	**L.5.1.e**
Use a comma to separate an introductory element from the rest of the sentence.	**L.5.2. b**
Construct sentences by combining, expanding, and reducing sentences for meaning and reader/listener interest.	**L.5.3.a**
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, and poems.	**L.5.3.b**

Unit 3 Essential Questions	Unit 3 Enduring Understandings
- How do readers use text features to locate information? - How do readers use information from illustrations and text to demonstrate understanding? - How do writers create effective pieces of writing? - How do readers employ strategies to help them draw information from various sources?	- Good readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension. - Good readers are able to compare and contrast stories in the same genre on their approaches to similar themes and topics. - Good writers detail story using figurative language, dialogue, vocabulary, and sensory details. - Good writers revise and edit writing before publishing or submitting.

Standard Code #	New Jersey Student Learning Standards
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing

	on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.7	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).
RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain 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.5.5	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.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even 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.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text

	[e.g., how characters interact]").
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the marks of others.

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
	    b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses
	    d. Recognize and correct inappropriate shifts in verb tense.
	    e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence.

L.5.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.
	    a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	    b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.

Evidence of Learning

Summative Assessment

- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Unit Assessment
- Narrative Writing Assessment

- Opinion/Informational Writing
- Reader's Workshop
- Writing Tests
- Teacher-Made Assessments

Formative Assessment

- Question and Answer
- Graphic Organizers/Maps/Webs
- Individual Student Progress Checks
- Think-Pair-Share
- Teacher Observation
- Student/Group Conferencing
- Share and Show with Whiteboards
- Entrance/Exit Tickets

- Task Cards
- Self-Assessment
- Daily Learning/Response Logs
- Individual Marker Boards
- Peer-Assessment
- Quiz
- Homework
- Collaborative Feedback

Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Teacher/student created anchor charts
- *Teachers Pay Teachers*, https:// www.teacherspayteachers.com
- *Pinterest,* https://www.pinterest.org
- *YouTube Education*, https://www.youtube.com/t/education
- *VocabularySpellingCity,* https://www.spellingcity.com
- *Quizlet,* https://www.quizlet.com

- *ReadWriteThink,* https://www.readwritethink.com
- *SMART Exchange*, http://exchange.smarttech.com
- *The Partnership for Assessment of Readiness for College and Careers*, http://parcc.pearson.com/

Integration of Technology	
- Computers - SMART Board	- *Moby Max*, http://www.mobymax.com - https://www.pearsonsuccessnet.com

Curriculum Development Resources
- http://www.corestandards.org/ - http://www.state.nj.us/education/modelcurriculum/ela/ - http://www.state.nj.us/education/aps/cccs/lal/

Grade 5
Language Arts Literacy
Unit 4

Good readers are able to keep track of what they read to organize events in a logical manner. In Unit 4, as the texts fifth grade students read become more complex, students begin to develop various strategies for making sense of text and for organizing text-based information as they read. Likewise, effective readers take notes while they read fiction and nonfiction texts, and they understand that there are multiple strategies to manage information in a way that reflects a specific reading goal. During Unit 4, students will develop techniques for self-monitoring in order to critically think about a text. It is through the organization of ideas that students learn to successfully synthesize information to create their own narrative, informational, and opinion-based writing.

21st Century Skills:

__X__ Creativity & Innovation	___ Communication
__X__ Critical Thinking and Problem Solving	__X__ Collaboration

Unit 4 Learning Targets

Students will be able…
- to integrate and organize information on the same topic to write or speak about the subject knowledgeably
- to determine the meaning of words and phrases used in a text
- to summarize or paraphrase information
- to use context to confirm understanding
- to compare and contrast characters, settings, and themes
- to revise and edit individual writing.
- to write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- to write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Student Learning Objectives	Corresponding NJSLS
Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.	**RL.5.3**
Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text.	**RL.5.4**
Compare, contrast and reflect on stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**RL.5.9**
Determine the meaning of general academic and domain-specific words and phrases in a text.	**RI.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.5.5**
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**RI.5.6**
Integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**RI.5.9**
Read increasingly complex text at the grades 4-5 text complexity band or above independently and proficiently.	**RI.5.10**
Read grade-level text with purpose and understanding.	**RF.5.4a**
Use context to confirm or self-correct word recognition and understanding, rereading as	**RF.5.4c**

necessary.	
Link opinion and reasons using clauses when writing.	**W.5.1.c**
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 aiding comprehension.	**W.5.2a**
Use facts, definitions, concrete details, quotations, or other information and examples related to a topic when writing.	**W.5.2b**
Link ideas within and across categories of information using phrases.	**W.5.2c**
Use precise language and domain-specific vocabulary to inform about or explain the topic.	**W.5.2d**
Provide a conclusion related to the information of explanation presented.	**W.5.2e**
Produce clear and coherent writing, appropriate to task, purpose, and audience.	**W.5.4**
With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	**W.5.6**
Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**W.5.6**
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**W.5.8**
Draw evidence from literary or informational texts to support analysis, reflection, and research.	**W.5.9**
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	**SL.5.1a**
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**SL.5.3**
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**SL.5.5**
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**L.5.1a**
Expand, combine, and reduce sentences for style.	**L.5.3a**
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	**L.5.4b**
Recognize and explain the meaning of common idioms, adages, and proverbs.	**L.5.5b**
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	**L.5.6**

Unit 4 Essential Questions	Unit 4 Enduring Understandings
- How does background knowledge of a subject help a reader to better comprehend a text? - Why is important to differentiate between differences and similarities for a character's point of view? - How do writers express their ideas and thoughts? - How do writers support their opinion or thoughts?	- Having background knowledge increases comprehension. - Good Readers are able to employ strategies to help them understand text. - Good writers follow format for expository/opinion writing. - Good writers revise and edit writing before publishing or submitting.

Standard Code #	New Jersey Student Learning Standards
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
RI.5.5	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.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
	    a. Read grade-level text with purpose and understanding.
	    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.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 aiding comprehension.
	    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	    c. Link ideas within and across categories 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.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.6	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.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.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.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.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibility 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.5.5	Demonstrate understanding of figurative language, word relations, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Evidence of Learning

Summative Assessment

- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Unit Assessment
- Narrative Writing Assessment
- Opinion/Informational Writing
- Reader's Workshop
- Writing Tests
- Teacher-Made Assessments

Formative Assessment

- Question and Answer
- Graphic Organizers/Maps/Webs
- Individual Student Progress Checks
- Think-Pair-Share
- Teacher Observation
- Student/Group Conferencing
- Share and Show with Whiteboards
- Entrance/Exit Tickets
- Task Cards
- Self-Assessment
- Daily Learning/Response Logs
- Individual Marker Boards
- Peer-Assessment
- Quiz
- Homework
- Collaborative Feedback

Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Teacher/student created anchor charts
- *Teachers Pay Teachers*, https:// www.teacherspayteachers.com
- *Pinterest,* https://www.pinterest.org
- *YouTube Education*, https://www.youtube.com/t/education
- *VocabularySpellingCity,* https://www.spellingcity.com
- *Quizlet,* https://www.quizlet.com
- *ReadWriteThink,* https://www.readwritethink.com
- *SMART Exchange*, http://exchange.smarttech.com
- *The Partnership for Assessment of Readiness for College and Careers*, http://parcc.pearson.com/

Integration of Technology	
● Computers	● *Moby Max*, https://www.mobymax.com
● SMART Board	● https://www.pearsonsuccessnet.com

Curriculum Development Resources
● http://www.corestandards.org/
● http://www.state.nj.us/education/modelcurriculum/ela/
● http://www.state.nj.us/education/aps/cccs/lal/

Grade 5
Language Arts Literacy
Unit 5

Great readers go beyond the text and think critically about information. In Unit 5, fifth grade students implement strategies essential to become active, engaged readers even after finishing reading a text. Students will learn to question how different textual elements contribute to meaning. Great readers will learn to consider where information comes from in order to understand an author's reason for writing. In addition, fifth grade students will read and reflect upon the varying perspectives found within narrative and information texts. Likewise, students will recognize that having an opinion based upon a text is an important facet to reading as well as writing. Students will conduct research and write to communicate ideas and opinions reflected upon in this unit.

21ˢᵗ Century Skills:	
X Creativity & Innovation	**X** Communication
X Critical Thinking and Problem Solving	___ Collaboration

Unit 5 Learning Targets

Students will be able…
- to draw on information from several texts on the same topic to write or speak about the subject knowledgeably
- to analyze multiple accounts of the same topic to note important similarities and differences
- to analyze how graphics or media in a presentation help the reader to understand the meaning, tone, or beauty of a text
- to include multimedia components and visual displays in presentations to enhance the development of main ideas, themes, and opinions
- to use direct quotes to explain what the text says when drawing inferences from the text.
- to locate an answer to a question and solve a problem efficiently
- to construct meaning from the text.
- to research and gather information about a specific topic.
- to create presentation that will accurately present information.

Student Learning Objectives	**Corresponding NJSLS**
Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	**RL.5.1**
Analyze how the graphics or the media in a multimedia presentation help the reader to understand the meaning, tone, or beauty of a text.	**RL.5.7**
Compare, contrast and reflect on stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**RL.5.9.**
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band or above independently and proficiently.	**RL.5.10**
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.5.5**
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**RI.5.6**
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**RI.5.7**
Integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**RI.5.9**

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band or above independently and proficiently.	**RI.5.10**
Read grade-level text with purpose and understanding.	**RF.5.4.a**
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.5.4.c**
Link ideas within and across categories of information using clauses (e.g., *in contrast, especially*).	**W.5.2.c**
Produce clear and coherent writing, appropriate to the task, purpose, and audience.	**W.5.4**
With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.	**W.5.5**
With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	**W.5.6**
Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**W.5.6**
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**SL.5.5**
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	**SL.5.6**
Use verb tense to convey various times, sequences, states, and conditions.	**L.5.1.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.5.4.c**
Obtain and use correctly grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	**L.5.6**

Unit 5 Essential Questions	Unit 5 Enduring Understandings
- Why do readers need to pay attention to a writer's choice of words? - How do readers construct meaning from text? - How do good writers support their position using facts and connections? - How do good researchers collect and organize information?	- Good readers develop a deeper understanding of text by questioning, accepting, or modifying an author's ideas. - Good writers support position with real world connections and textual based facts. - Good writers know the importance of acquiring credible information and presenting successfully to an audience.

Standard Code #	New Jersey Student Learning Standards
RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.7	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).
RL.5.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
RI.5.5	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.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9	Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
	     a. Read grade-level text with purpose and understanding.
	     c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning 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.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Evidence of Learning

Summative Assessment

- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Unit Assessment
- Narrative Writing Assessment
- Opinion/Informational Writing
- Reader's Workshop
- Writing Tests
- Teacher-Made Assessments

Formative Assessment	
● Question and Answer	● Task Cards
● Graphic Organizers/Maps/Webs	● Self-Assessment
● Individual Student Progress Checks	● Daily Learning/Response Logs
● Think-Pair-Share	● Individual Marker boards
● Teacher Observation	● Peer-Assessment
● Student/Group Conferencing	● Quiz
● Share and Show with Whiteboards	● Homework
● Entrance/Exit Tickets	● Collaborative Feedback

Instructional Materials and Resources

- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- Teacher/student created anchor charts
- *Teachers Pay Teachers*, https:// www.teacherspayteachers.com
- *Pinterest,* https://www.pinterest.org
- *YouTube Education*, https://www.youtube.com/t/education
- *VocabularySpellingCity,* https://www.spellingcity.com
- *Quizlet,* https://www.quizlet.com
- *ReadWriteThink,* https://www.readwritethink.com
- *SMART Exchange*, http://exchange.smarttech.com
- *The Partnership for Assessment of Readiness for College and Careers*, http://parcc.pearson.com/

Integration of Technology	
● Computers	● *Moby Max,* https://www.mobymax.com
● SMART Board	● https://www.pearsonsuccessnet.com

Curriculum Development Resources

- http://www.corestandards.org/
- http://www.state.nj.us/education/modelcurriculum/ela/
- http://www.state.nj.us/education/aps/cccs/lal/

New Jersey Student Learning Standards for English Language Arts
Grade 5

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Progress Indicators for Reading Literature

Key Ideas and Details

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

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

RL.5.7. 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).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain 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.

Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5. 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.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. 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.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

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

Fluency

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

Progress Indicators for Writing

Text Types and Purposes

W.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.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 aiding 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.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.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
      A.   Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
      B.   Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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

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

Presentation of Knowledge and Ideas

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

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

Progress Indicators for Language

Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
    B. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
    C. Use verb tense to convey various times, sequences, states, and conditions.
    D. Recognize and correct inappropriate shifts in verb tense.*
    E. Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    A. Use punctuation to separate items in a series.*
    B. Use a comma to separate an introductory element from the rest of the sentence.
    C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
    D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
    B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning 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.5.5. 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.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).