

Cedar Grove School District

Cedar Grove, NJ

2019

Language Arts Literacy

Grade 5

Revisions Approved by the Cedar Grove Board of Education
October 2019

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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 alignment with the
NEW JERSEY STUDENT LEARNING STANDARDS
for English Language Arts
and the
NEW JERSEY STUDENT LEARNING STANDARDS
for 21st Century Life and Careers**

All the New Jersey Student Learning Standards can be viewed at
<https://www.nj.gov/education/cccs/>

Grade 5 Pacing Guide

Unit 1	6 Weeks
Unit 2	8 Weeks
Unit 3	8 Weeks
Unit 4	7 Weeks
Unit 5	6 Weeks

Grade 5 Language Arts Literacy

Unit 1

6 Weeks

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 as well as how to use their own opinions on a narrative to further analysis a text.

21st Century Skills:

<input type="checkbox"/> Creativity & Innovation	<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Critical Thinking and Problem Solving	<input checked="" type="checkbox"/> Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

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.

New Jersey Student Learning Standards for ELA

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.5.1	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.5.3	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.	
New Jersey Student Learning Standards for Social Studies		
6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	
New Jersey Student Learning Standards for 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.	
5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances result in new substances. 2	
New Jersey Student Learning Standards for Technology		
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems	
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.	
8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.	
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
Unit 1 Essential Questions		
<ul style="list-style-type: none"> • 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? 	Unit 1 Enduring Understandings	
	<ul style="list-style-type: none"> • 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. 	
Differentiation and Accommodation Strategies		
Special Education Students		
https://docs.google.com/document/d/1xgcmJzIX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing		
Gifted and Talented Students		
https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqi7zbXeJXUJOQ/edit?usp=sharing		
ESL-ELL Students		
https://docs.google.com/document/d/1HDnAEyeCoZt3MH0HPpDVjfileUjeptsb4JITE8egvha/edit?usp=sharing		
At-Risk Students		
https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIPx61lLBI/edit?usp=sharing		
Students with 504 Plans		
https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing		
Additional Reading/Writing Differentiation and Accommodations Strategies:		
<ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One: One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies 		
Assessment - Evidence of Learning		
Formative Assessment		

- Developmental Reading Assessment (DRA) (*conducted two to three times a school year)
- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Small Group Instruction - to scaffold reading strategies
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Narrative Reading/Writing
 - Narrative Reading-Story Elements, Character Analysis, Setting, Plot and Sequence, Predictions, Vocabulary-
 - Narrative Writing: Structure, Plot Sequence, Text Evidence
 - Opinion-Based Writing Using Narrative Text: Topic, Support, Text Evidence, Structure, Transitional Words and Phrases
 - Suggested Texts: Student Selected Summer Reading Novels, *Possum Magic*, *Enemy Pie*, *Tight Tales*, *Green Treasure*, Selections from *Scholastic Magazine*
- Grammatical Skill: Capitalization, Punctuation, Sentence Types, Interjections, Sentence Construction

Pre-Unit Assessment

- Narrative Reading/Writing– Plot and Sequence, Predictions, depth of characters, Context Vocabulary – Rubric
- Opinion Writing with Narrative Texts –Structure, Support, Details, Transitional Words, Closing
 - Suggested Texts: *Climbing Mount Kilimanjaro*, *Owl Moon*, *The Relative Game*, Selections from *Scholastic Magazine*

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com> - Benchmark
 - Skills: Information Text, Opinion-Based Constructed Response Questions
- Moby Max, <http://www.mobymax.com>. - Benchmark
 - Literature and Information, Fluency, Writing, Phonics
- Raz-Kids, <http://www.raz-kids.com> - Benchmark
 - Skills: Reading Comprehension – Leveled Readings
- Readworks.org, <http://www.readworks.org> - Benchmark
 - Skills: Narrative Reading Comprehension, Opinion-Based Constructed Response Questions
- Storyworks, <http://www.storyworks.com>
 - Skills: Narrative Reading Comprehension – Benchmark

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency
- Hand Signals

Summative Assessment

- End of Unit 1 Benchmark Assessment-Narrative Text– Rubric

Summative Post-Assessment:

- Novel Assessment-Fiction: Skills: Story Elements, Comprehension, Text Evidence, Vocabulary in Context
- Opinion-Based Written Response: Structure, Use of Text Evidence, Grammar, Punctuation, Development of Topic Transitions-Rubric
 - Suggested Texts: Student Selected Summer Reading Novel

Instructional Materials and Resources

- Classroom library that reflect the levels of the readers in a kindergarten classroom
- *Good Habits, Great Readers*, Pearson Learning Group
- Write Habits, Pearson Learning Group
- *Scholastic Magazine*, Scholastic Inc.
- *The Daily Five*, Stenhouse Publishers
- *The CAFE Book*, Stenhouse Publishers
- *Developmental Reading Assessment*, Celebration Press/Pearson Learning Group
- YouTube Education, <https://www.youtube.com/t/education>

- *Brainpop Jr.*, <https://jr.brainpop.com/>

Integration of Technology

- Chromebooks/Computers/Ipads
- SMART Board
- Google Classroom/Docs/Forms

Grade 5

Language Arts Literacy

Unit 2

8 Weeks

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 independent readers.

21st Century Skills:

<input type="checkbox"/> Creativity & Innovation	<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/> Critical Thinking and Problem Solving	<input checked="" type="checkbox"/> Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity

Unit 2 Learning Targets

Students will be able...

- to recognize the structure and features of nonfiction informational texts to make predictions when reading.
- to distinguish between what is explicit and what is inferred.
- to make sense of text by asking questions to determine key ideas and details from text both explicitly and implicitly.
- to use evidence from resources to support opinion or ideas.
- To write informational, expository, and opinion essays.
- to clarify information from the text to understand how an author uses reasons and evidence to support an idea found in a text.
- to generate questions during reading to clarify.
- to write to narratives using dialogue.
- to explain interactions between individuals, events, or ideas based on the explicit and implicit information from text.

New Jersey Student Learning Standards for ELA

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.5.4	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.5.7	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.5.10	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 <i>grade 5 topic or subject area</i> .
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.
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 <i>grade 5 Reading standards</i> 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).
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 <i>grade 5 reading and content</i> , 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

New Jersey Student Learning Standards for Social Studies

6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

New Jersey Student Learning Standards for Science

5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances result in new substances. 2
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New Jersey Student Learning Standards for Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Unit 2 Essential Questions

- How do readers ask questions about the text, identifying and addressing different types of questions?
- How do readers use text to support an interpretation?
- How do readers use text structure and features to locate and clarify information?

Unit 2 Enduring Understandings

- 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.

Differentiation and Accommodation Strategies

Special Education Students

https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing

Gifted and Talented Students

<https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing>

ESL-ELL Students

<https://docs.google.com/document/d/1HDnAEyeCoZt3MH0HPpDVjflleUjeptsb4JITe8egvhA/edit?usp=sharing>

At-Risk Students

https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIPx61ILBI/edit?usp=sharing

Students with 504 Plans

Additional Reading/Writing Differentiation and Accommodations Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies

Evidence of Learning

Formative Assessment

- Developmental Reading Assessment (DRA) (*conducted two to three times a school year)
- Teacher's Running Anecdotal/Observational Records (*varies throughout the school year)
- Small Group Instruction - to scaffold reading strategies
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Nonfiction Texts
 - Information/Expository/Biographical: Types/Genre, Author's Purpose, Main Idea, Supporting Evidence, Language
 - Informational Text Writing: Expository and Argumentative, Summary, Main Idea, Reasons/Supporting Details, Constructed Response-Structure, Text Evidence, Development of Topic, Details, Transitions
 - Suggest Texts: *Coral Reefs*, *Diving in Antarctica*, *Pompeii: A City Frozen in Time*, *Tiger Woods*, Selections from *Scholastic Magazine*
- Narrative Reading/Writing
 - Narrative Reading-Story Elements, Character Analysis, Use of Dialogue, Predictions, Vocabulary-
 - Narrative Writing: Structure, Plot Sequence, Dialogue, Punctuation, Capitalization, Text Evidence
 - Suggested Texts: *Tight Times*, *King of the Playground*, *Eagle Song*, Selections from *Scholastic Magazine*
- Grammatical Skill: Capitalization, Commas, Action/Linking Verbs, Sentence Construction, Modifiers

Pre-Unit Assessment

- Informational Text– Structure, Support, Text Evidence, Main Idea, Context Vocabulary – Rubric
- Expository Writing- Informational and Argumentative: Structure, Topic Development, Support, Text Evidence, Punctuation, Capitalization, Transitional Words, Conclusion
 - Suggested Texts: *Baseball Saved Us*, *Mermaids*, *Ocean Travelers*, Selections from *Scholastic Magazine*
- Narrative Writing: Structure, Dialogue Usage, Punctuation, Capitalization, Text Evidence
 - Suggest Text: *The Museum Race*, *Taking Care*, Selections from *Scholastic Magazine*

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com>
 - Skills: Comprehension, Text Features, Information Text, Opinion-Based Constructed Response Questions
- Moby Max, <http://www.mobymax.com>
 - Narrative Text Elements, Writing, Phonics
- Raz-Kids, <http://www.raz-kids.com>
 - Skills: Reading Comprehension – Leveled Readings
- Readworks.org, <http://www.readworks.org>
 - Skills: Narrative and Expository Reading Comprehension, Constructed Response Questions
- Storyworks, <http://www.storyworks.com>
 - Skills: Fiction/Nonfiction Reading Comprehension, Dialogue, Text Evidence

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Information Writing Skills, Punctuation, Development, and Structure

- Hand Signals

Summative Assessment

- End of Unit 2 Benchmark Assessment-Informational Text– Rubric

Summative Post-Assessment:

- Informational Text: Main Idea, Structure, Comprehension, Context Vocabulary – Rubric
- Expository Writing: Structure, Details, Text Evidence, Development, Transitional Words and Phrases-Rubric
 - Suggested Texts: *Fireflies*, *Dr. Martin Luther King, Jr.*, *Into the Rainforest*
- Narrative Writing: Structure, Dialogue Usage, Capitalization, Punctuation, Text Evidence and Support, Transitional Words and Phrases – Rubric
 - Suggested Text: *My Rotten Red Headed Brother*, *The Wednesday Surprise*, *The Great Bamboozle*

Instructional Materials and Resources

- Classroom library that reflect the levels of the readers in a kindergarten classroom
- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *Scholastic Magazine*, **Scholastic Inc.**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *YouTube Education*, <https://www.youtube.com/t/education>
- *Brainpop Jr.*, <https://jr.brainpop.com/>

Integration of Technology

- Chromebooks/Computers/Ipads
- SMART Board
- Google Classroom/Docs/Forms

Grade 5

Language Arts Literacy

Unit 3

7 Weeks

Reading for content knowledge with the ability to discern information from text helps readers read to learn. In Unit 3, fifth grade students learn 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. Within Unit 3, students also synthesize knowledge by comparing and contrast both fiction and nonfiction texts. By synthesizing information in writing, students will write a knowledgeable and well-supported response to reading.

21st Century Skills:

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP11.** Use technology to enhance productivity.

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.

New Jersey Student Learning Standards for ELA

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.5.3	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 <i>grade 5 topics and texts</i> , 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., <i>either/or, neither/nor</i>).
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.
New Jersey Student Learning Standards for Social Studies	
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
New Jersey Student Learning Standards for Science	
5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances
New Jersey Student Learning Standards for Technology	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
Unit 3 Essential Questions	
<ul style="list-style-type: none"> • 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? • Why is important to differentiate between differences and similarities for a character's point of view? 	
Unit 3 Enduring Understandings	
<ul style="list-style-type: none"> • 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. 	
Differentiation and Accommodation Strategies:	
Special Education Students https://docs.google.com/document/d/1xgcmJziX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing	
Gifted and Talented Students https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing	
ESL-ELL Students https://docs.google.com/document/d/1HDnAEyeCoZt3MHoHPpDVjfileUjeptsb4JITe8egvhA/edit?usp=sharing	
At-Risk Students https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPiPx61lBl/edit?usp=sharing	
Students with 504 Plans https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing	
Additional Reading/Writing Differentiation and Accommodations Strategies:	
<ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups 	

- One: One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies

Assessment - Evidence of Learning

Formative Assessment

- Developmental Reading Assessment (DRA) (*conducted two to three times a school year)
- Teacher's Running Anecdotal/Observational Records (*varies throughout the school year)
- Small Group Instruction - to scaffold reading strategies
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
 - Information/Text: Compare/Contrast, Text Features, Purpose, Main Idea, Supporting Evidence, Language
 - Informational Text Writing-Simulated Research: Summary, Main Idea, Constructed Response-Structure, Text Evidence, Development of Topic, Details, Transitions
 - Suggest Texts: Selections from *Scholastic Magazine*
 - Narrative Reading and Writing: Compare/Contrast, Structure, inferences, Point of View, Inferences, Context Vocabulary, Punctuation, Capitalization, Text Evidence
 - Suggested Texts: *Crash*, *Number the Stars*, Selections from *Scholastic Magazine*
- Grammatical Skill: Subject/Predicate, Compound Verbs and Phrases, Adverbs, Sentence Construction

Pre-Unit Assessment

- Informational Text– Paired Text: Text Features, Supporting Details, Text Evidence, Main Idea, Context Vocabulary – Rubric
 - Suggested Text: Teacher Selected Informational Articles, Selections from Scholastic Magazine
- Narrative Reading and Writing: Paired Text, Structure, Compare/Contrast, Text Evidence
 - Suggest Text:, Teacher Selected Narrative Texts, Selections from Scholastic Magazine

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com>
 - Skills: Text Features, Information Text. Text Evidence, Constructed Response Questions
- Moby Max, <http://www.mobymax.com>
 - Fiction/Nonfiction, Compare and Contrast, Inferences, Written Response
- Raz-Kids, <http://www.raz-kids.com>
 - Skills: Reading Comprehension – Leveled Readings
- Readworks.org, <http://www.readworks.org>
 - Skills: Paired Texts, Fiction and Nonfiction Reading Comprehension, Inferences, Constructed Response Questions
- Storyworks, <http://www.storyworks.com>
 - Skills: Fiction/Nonfiction Reading Comprehension, Text Evidence

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency
- Hand Signals

Summative Assessment

- End of Unit 3 Benchmark Assessment-Paired Text–Simulated Research - Rubric

Summative Post-Assessment:

- Fiction and Nonfiction: Paired Text: Compare/Contrast, Text Evidence, Main ideas, Structure, Transitional Words and Phrases – Rubric
 - Suggested Texts: *Helping Hands: Wildlife Rehabilitation at Work*, *Horatio: The Man Who Saved a City*, Teacher Selected Narrative and Informational Texts

Instructional Materials and Resources

- Classroom library that reflect the levels of the readers in a kindergarten classroom
- *Good Habits, Great Readers*, **Pearson Learning Group**
- Write Habits, **Pearson Learning Group**
- *Scholastic Magazine*, **Scholastic Inc.**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *YouTube Education*, <https://www.youtube.com/t/education>
- *Brainpop Jr.*, <https://jr.brainpop.com/>

Integration of Technology

- Chromebooks/Computers/Ipads
- SMART Board
- Google Classroom/Docs/Forms

Grade 5 Language Arts Literacy	
Unit 4	7 Weeks
<p>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. Students will also explore language by reading and writing poetry. Students will use figurative language features of writing to craft a variety of poems using different poetic forms and structures.</p>	
21st Century Skills:	
<u>X</u> Creativity & Innovation	<u>X</u> Communication
<u>X</u> Critical Thinking and Problem Solving	<u>X</u> Collaboration
Career Ready Practices	
<ul style="list-style-type: none"> ○ CRP4. Communicate clearly and effectively and with reason. ○ CRP6. Demonstrate creativity and innovation. ○ CRP7. Employ valid and reliable research strategies. ○ CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ○ CRP10. Plan education and career paths aligned to personal goals. ○ CRP11. Use technology to enhance productivity. 	
Unit 4 Learning Targets	
<p>Students will be able...</p> <ul style="list-style-type: none"> ● 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. 	
Standard Code #	New Jersey Student Learning Standards for ELA
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.5.5	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.
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.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
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., <i>in contrast, especially</i>). 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).
New Jersey Student Learning Standards for Social Studies	
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world
6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns

	affected interactions in different regions of the Western Hemisphere.	
New Jersey Student Learning Standards for Science		
5-PS1-4	Conduct an investigation to determine whether the mixing of two or more substances results in new substances	
5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water	
New Jersey Student Learning Standards for Technology		
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems	
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.	
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.	
8.1.5.C.1	Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.	
8.1.5.D.3	Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media	
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems	
Unit 4 Essential Questions		Unit 4 Enduring Understandings
<ul style="list-style-type: none"> • How do we interpret and analyze themes? • How do writers express their ideas and thoughts? • How do writers construct a poem using descriptive language? 		<ul style="list-style-type: none"> • 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.
Differentiation and Accommodation Strategies		
Special Education Students		
https://docs.google.com/document/d/1xgcmJzI1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing		
Gifted and Talented Students		
https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing		
ESL-ELL Students		
https://docs.google.com/document/d/1HDnAEyeCoZt3MH0HPpDVjfileUjeptsb4JITE8egvhA/edit?usp=sharing		
At-Risk Students		
https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIP61ILBI/edit?usp=sharing		
Students with 504 Plans		
https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6dTIs-IM/edit?usp=sharing		
Additional Reading/Writing Differentiation and Accommodations Strategies:		
<ul style="list-style-type: none"> • Strategy and flexible groups based on formative assessment or student choice • Guided reading groups • One: One conferring with teacher • Student selected goals for reading • Level of independence • Consult mentor texts to support reading strategies 		
Assessment - Evidence of Learning		
Formative Assessment		
<ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) (*conducted two to three times a school year) 		

- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Small Group Instruction - to scaffold reading strategies
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Poetry: Poetic Style and Structure, Figurative Language, Syllables, Rhymes, Forms
 - Writing Poetry: Figurative and Descriptive Language Poems, Rhyming Poetry, Syllable Poetry
 - Suggested Text: *Locomotion*, Selections from Shel Silverstein and *Scholastic Magazine*
- Narrative Reading: Characterization, Plot Development, Secondary Plots, Point of View, Theme, Story Elements, Conflict, Resolution
 - Suggested Texts: *The Lorax*, *The Beach*, *Spaghetti in a Hotdog Bun*, *Stand Tall Molly Mellon*, Student Selected and Approved Grade 5 Novel
- Grammatical Skill: Subject-Verb Agreement, Prepositions and Prepositional Phrases, Conjunctions

Pre-Unit Assessment

- Figurative Language: Identification and Usage of Various Figures of Speech
- Narrative Reading and Writing: Exploring Theme, Character and Point of View
 - Suggest Text: Teacher Selected Narrative Text Selections from Classroom Library - Rubric
- Grammar: Review of Units 1-3, Subject-Verb Agreement, Preposition Identification

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com>
 - Skills: Paired Text, Text Evidence, Evidence Based Constructed Response Writing
- Moby Max, <http://www.mobymax.com>
 - Fiction, Theme, Point of View, Inferences, Context Vocabulary
- Raz-Kids, <http://www.raz-kids.com>
 - Skills: Fiction Reading Comprehension – Leveled Readings
- Readworks.org, <http://www.readworks.org>
 - Skills: Paired Texts, Fiction and Nonfiction Reading Comprehension, Inferences, Theme, Constructed Response Questions
- Storyworks, <http://www.storyworks.com>
 - Skills: Fiction/Nonfiction Reading Comprehension, Theme, Point of View Text Evidence, Vocabulary

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency
- Hand Signals

Summative Assessment

- End of Unit 4 Benchmark Assessment-Narrative Text-Evidence Based Constructed Response - Rubric

Summative Post-Assessment:

- Poetry Portfolio: Student Written Poetry in a Variety of Poetic Forms Using Figurative and Descriptive Language
- Narrative Text-Novels: Story Elements, Theme Analysis, Character Analysis, Point of View, Conflict
 - Suggested Text: Student Selected Novels
- Grammar Assessment: Subject-Verb Agreement, Parts of Speech Compound Subjects and Verbs, Prepositions, Conjunctions-Sentence Construction and Usage

Instructional Materials and Resources

- Classroom library that reflect the levels of the readers in a kindergarten classroom
- *Good Habits, Great Readers*, Pearson Learning Group
- Write Habits, Pearson Learning Group
- *Scholastic Magazine*, Scholastic Inc.
- *The Daily Five*, Stenhouse Publishers
- *The CAFE Book*, Stenhouse Publishers
- *Developmental Reading Assessment*, Celebration Press/Pearson Learning Group

- *YouTube Education*, <https://www.youtube.com/t/education>
- *Brainpop Jr.*, <https://jr.brainpop.com/>

Integration of Technology

- Chromebooks/Computers/Ipads
- SMART Board
- Google Classroom/Docs/Forms

Grade 5

Language Arts Literacy

Unit 5

8 Weeks

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:

Creativity & Innovation

Communication

Critical Thinking and Problem Solving

Collaboration

Career Ready Practices

- **CRP2.** Apply appropriate academic and technical skills
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them
- **CRP11.** Use technology to enhance productivity.

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.

New Jersey Student Learning Standards for ELA

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.5.7

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.5.1

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.5.5

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).
New Jersey Student Learning Standards for Social Studies	
6.2.8.B.2.b	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.
6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.C.4.a	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
New Jersey Student Learning Standards for Science	
5-LS1-1	Support an argument that plants get the materials they need for growth chiefly from air and water
5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment

New Jersey Student Learning Standards for Technology

8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

Unit 5 Essential Questions	Unit 5 Enduring Understandings
<ul style="list-style-type: none"> ● Why do readers need to pay attention to a writer’s choice of words? ● How do good writers support their position using facts and connections? ● How do good researchers collect and organize information? 	<ul style="list-style-type: none"> ● Good readers develop a deeper understanding of text by questioning, accepting, or modifying an author's ideas. ● Good writers know the importance of acquiring credible information and presenting successfully to an audience. ● Good writers are thoughtful, reflective, and purposeful.

Differentiation and Accommodation Strategies

Special Education Students

https://docs.google.com/document/d/1xgcmJZiX1yyZPUYae_luAwcdWuQM_Pz4JK2vO0d27BQ/edit?usp=sharing

Gifted and Talented Students

<https://docs.google.com/document/d/1rKgSC8LGRdmJXG9MAeBMXqKZISgruuqj7zbXeJXUJOQ/edit?usp=sharing>

ESL-ELL Students

<https://docs.google.com/document/d/1HDnAEyeCoZt3MH0HPpDVjflleUjeptsb4JITe8egvhA/edit?usp=sharing>

At-Risk Students

https://docs.google.com/document/d/1YdPAzxs2Bkz1xkT3YQ1CRsr5ANEM_jwQWPIP61ILBI/edit?usp=sharing

Students with 504 Plans

<https://docs.google.com/document/d/1aW8cuacIzNTIK2RRsvA47KYnwn5iaZmAzB6djTIs-IM/edit?usp=sharing>

Additional Reading/Writing Differentiation and Accommodations Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One: One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies

Evidence of Learning

Formative Assessment

- Developmental Reading Assessment (DRA) (*conducted two to three times a school year)
- Teacher’s Running Anecdotal/Observational Records (*varies throughout the school year)
- Small Group Instruction - to scaffold reading strategies
- Student oral responses/discussions in partner or small group work (guided reading or strategy groups)
- Student Reading Journals/Notebooks
- Informational and Narrative Text-Research: Choosing a Topic, Finding and Using Credible/Non-Credible Online Sources, Using Multiple Print and Multimedia Sources, Connections, Text Evidence, Structure, Citation,
- Oral Presentation: Presenting Skills, Knowing a Topic, Projection, PowerPoint Slides, Eye Contact
 - Suggest Texts: Teacher Selected Online Sources,
- Narrative Writing-Personal Narratives: Reflection, Choosing a Topic, Structure, Development of ideas, Theme, Punctuation
 - Suggested Texts: Teacher Selected Narratives, *A Band of Brave Men: The Story of the 54th Massachusetts*

Regiment, David's World, Teacher Selected Video Clips

- Grammatical Skill: Sentence Structures, Pronoun Usage, Independent and Subordinate Clauses, End of the Year Review

Pre-Unit Assessment

- Oral Presentation Skill: Two Minute Oral Presentation Topic: Who I Am - Skills Assessing: Length of Presentation, Eye Contact, Volume of Voice, Mannerism – Presentation Rubric
 - Teacher Model Presentation
- Grammar: Four Sentence Structures – Identification and Writing-Independent and Subordinate Clauses, Pronoun Identification

Technology-Based Formative Assessments

- Newsela, <https://www.newsela.com> – End of Year Review
 - Skills: Information Text, Opinion-Based Constructed Response Questions
- Moby Max, <http://www.mobymax.com> – End of Year Review
 - Narrative and Informational Text, Fluency, Writing, Phonics, Vocabulary
- Raz-Kids, <http://www.raz-kids.com> – End of Year Review
 - Skills: Reading Comprehension – Leveled Readings
- Readworks.org, <http://www.readworks.org> – End of Year Review
 - Skills: Narrative Reading Comprehension, Opinion-Based Constructed Response Questions
- Storyworks, <http://www.storyworks.com>
 - Skills: Narrative Reading Comprehension – End of Year Review

Alternative Formative Assessments

- Oral Question and Answer
- Graphic Organizers/Maps/Webs
- Student/Group Conferencing Narrative/Opinion Writing Skills, Fluency
- Hand Signals

Summative Assessment

- End of Unit 5 Benchmark Assessment-Narrative Text - Rubric

Summative Post-Assessment:

- Informational Research Paper and Oral Presentation: Student Selected Topics: Fiction and Nonfiction, Citations, Development of Topic/Argument, Text Evidence, Oral Presentation Skills- Five Minute Length, PowerPoint Presentation of six Formatted Slides – Research Paper Rubric and Oral Presentation Rubric
- Personal Narratives: Final Drafts
- Grammar Assessment: Writing with four Sentence Structure, End of the Year Review

Instructional Materials and Resources

- Classroom library that reflect the levels of the readers in a kindergarten classroom
- *Good Habits, Great Readers*, **Pearson Learning Group**
- *Write Habits*, **Pearson Learning Group**
- *Scholastic Magazine*, **Scholastic Inc.**
- *The Daily Five*, **Stenhouse Publishers**
- *The CAFE Book*, **Stenhouse Publishers**
- *Developmental Reading Assessment*, **Celebration Press/Pearson Learning Group**
- *YouTube Education*, <https://www.youtube.com/t/education>
- *Brainpop Jr.*, <https://jr.brainpop.com/>

Integration of Technology

- Chromebooks/Computers/Ipads
- SMART Board
- Google Classroom/Docs/Forms

Appendix – Good Habits, Great Readers - Texts

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>40 Famous Women</u>	Introduce student to reading materials from a variety of genres and purposes	50	U	Nonfiction, Reference	Understand Genre	Suffixes
<u>40 Famous Women</u>	Provide opportunities for student to practice using a specific comprehension strategy	50	U	Nonfiction, Reference	Understand Genre	Suffixes
<u>A Band of Brave Men: The Story of the 54th Massachusetts Regiment</u>	Teach strategies to build reading stamina	50	W	Nonfiction, Narrative	Monitor Comprehension	Synonyms
<u>A Band of Brave Men: The Story of the 54th Massachusetts Regiment</u>	Help student identify examples in a text where he or she used a specific strategy	50	W	Nonfiction, Narrative	Monitor Comprehension	Synonyms
<u>Aliens Abducted My Report</u>	Provide opportunities for student to practice using a specific comprehension strategy	50	U	Fiction, Science Fiction	Visualize	Prefixes
<u>Aliens Abducted My Report</u>	Model and discuss strategies good readers use	50	U	Fiction, Science Fiction	Visualize	Prefixes
<u>Animal Heroes</u>	Teach and share examples of inferences	50	S	Nonfiction, Narrative	Make Inferences	Acronyms
<u>Animal Heroes</u>	Provide opportunities for student to support inferences with information or examples from the text	50	S	Nonfiction, Narrative	Make Inferences	Acronyms
<u>Bikes</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	V	Nonfiction, Expository	Determine Main Idea and Details	Word Origins
<u>Building an Ice Hotel</u>	Help student identify important information and/or key vocabulary in a variety of texts	50	T	Nonfiction, Informational	Draw Conclusions	Syllabication
<u>Catching the Sun: Tales from Asia</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	S	Fiction, Folk Tale	Determine Cause and Effect (fiction only)	Synonyms
<u>Catching the Sun:</u>	Teach student how to use	50	S	Fiction, Folk	Determine Cause	Synonyms

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>Tales from Asia</u>	and construct graphic organizers to keep track of story information			Tale	and Effect (fiction only)	
<u>Climbing Mount Kilimanjaro</u>	Teach student how to use and construct graphic organizers to keep track of story information	50	U	Fiction, Adventure	Determine Problem and Solution (fiction only)	Borrowed Words
<u>Climbing Mount Kilimanjaro</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	U	Fiction, Adventure	Determine Problem and Solution (fiction only)	Borrowed Words
<u>Crafts and Games Around the World</u>	Model and support how to locate and use nonfiction text features	50	T	Nonfiction, Procedural	Understand Nonfiction Text Structures	Borrowed Words
<u>Crafts and Games Around the World</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	T	Nonfiction, Procedural	Understand Nonfiction Text Structures	Borrowed Words
<u>David's World</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	S	Nonfiction, Narrative	Recognize Point of View	Vowel-Consonant Alternation
<u>David's World</u>	Demonstrate and teach student how to support opinion with details from the text	50	S	Nonfiction, Narrative	Recognize Point of View	Vowel-Consonant Alternation
<u>Demolition</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	U	Nonfiction, Informational	Determine Main Idea and Details	Prefixes
<u>Demolition</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	50	U	Nonfiction, Informational	Determine Main Idea and Details	Prefixes
<u>Eagle Song</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	S	Fiction, Realistic	Understand Plot and Mood	Blended Words
<u>Eagle Song</u>	Teach student how to identify story elements	50	S	Fiction, Realistic	Understand Plot and Mood	Blended Words
<u>Escape to Danger</u>	Help student identify important information and/or key vocabulary in a variety of texts	50	U	Fiction, Historical	Determine Cause and Effect (fiction only)	Idioms

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>Escape to Danger</u>	Teach student how to use and construct graphic organizers to keep track of story information	50	U	Fiction, Historical	Determine Cause and Effect (fiction only)	Idioms
<u>Finding a Way: Six Historic U.S. Routes</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	V	Nonfiction, Informational	Understand Nonfiction Text Structures	Word Roots
<u>Finding a Way: Six Historic U.S. Routes</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	50	V	Nonfiction, Informational	Understand Nonfiction Text Structures	Word Roots
<u>Folk Tales from Around the World</u>	Model and teach comprehension strategies for fiction texts	50	T	Fiction, Folk Tale	Monitor Comprehension	Prefixes
<u>Folk Tales from Around the World</u>	Model and discuss strategies good readers use	50	T	Fiction, Folk Tale	Monitor Comprehension	Prefixes
<u>Four Great Cities</u>	Model and teach comprehension strategies for nonfiction texts	50	W	Nonfiction, Informational	Understand Nonfiction Text Structures	Multiple-Meaning Words
<u>Four Great Cities</u>	Provide opportunities for student to practice using a specific comprehension strategy	50	W	Nonfiction, Informational	Understand Nonfiction Text Structures	Multiple-Meaning Words
<u>From Corey Gordon's Extremely Private Diary</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	S	Fiction, Realistic	Understand Sequence of Events (fiction only)	Idioms
<u>From Corey Gordon's Extremely Private Diary</u>	Teach student how to use and construct graphic organizers to keep track of story information	50	S	Fiction, Realistic	Understand Sequence of Events (fiction only)	Idioms
<u>Going Solo</u>	Provide opportunities for student to practice using a specific comprehension strategy	50	U	Nonfiction, Biography	Visualize	Clipped Words
<u>Going Solo</u>	Model and discuss strategies good readers use	50	U	Nonfiction, Biography	Visualize	Clipped Words
<u>Growing Up With Music: The Amazing Marsalis Family</u>	Model and teach comprehension strategies for nonfiction texts	50	T	Nonfiction, Biography	Make Connections	Prefixes
<u>Growing Up With Music: The Amazing Marsalis Family</u>	Provide opportunities for student to practice using a specific comprehension strategy	50	T	Nonfiction, Biography	Make Connections	Prefixes
<u>Helping Hands:</u>	Help student identify	50	T	Nonfiction,	Recognize Author's	Suffixes

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>Wildlife Rehabilitation at Work</u>	important information and/or key vocabulary in a variety of texts			Expository	Purpose	
<u>Helping Hands: Wildlife Rehabilitation at Work</u>	Demonstrate and teach student how to support opinion with details from the text	50	T	Nonfiction, Expository	Recognize Author's Purpose	Suffixes
<u>Horatio: The Man Who Saved a City</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	T	Fiction, Legend	Determine Problem and Solution (fiction only)	Synonyms
<u>Horatio: The Man Who Saved a City</u>	Teach student how to use and construct graphic organizers to keep track of story information	50	T	Fiction, Legend	Determine Problem and Solution (fiction only)	Synonyms
<u>If We Had Wings: The Story of the Tuskegee Airmen</u>	Model and teach comprehension strategies for nonfiction texts	50	U	Nonfiction, Narrative	Understand Nonfiction Text Structures	Antonyms
<u>If We Had Wings: The Story of the Tuskegee Airmen</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	50	U	Nonfiction, Narrative	Understand Nonfiction Text Structures	Antonyms
<u>Lewis and Clark: A Journey of Discovery</u>	Model and support how to locate and use nonfiction text features	50	U	Nonfiction, Narrative	Use Nonfiction Features	Word Origins
<u>Lewis and Clark: A Journey of Discovery</u>	Model and support how to interpret nonfiction text features	50	U	Nonfiction, Narrative	Use Nonfiction Features	Word Origins
<u>Living History</u>	Model and support how to locate and use nonfiction text features	50	U	Nonfiction, Informational	Use Nonfiction Features	Suffixes
<u>Living History</u>	Model and support how to interpret nonfiction text features	50	U	Nonfiction, Informational	Use Nonfiction Features	Suffixes
<u>Living Through a Natural Disaster</u>	Provide opportunities for student to practice using a specific comprehension strategy	50	V	Nonfiction, Narrative	Understand Nonfiction Text Structures	Word Roots
<u>Living Through a Natural Disaster</u>	Model and teach comprehension strategies for nonfiction texts	50	V	Nonfiction, Narrative	Understand Nonfiction Text Structures	Word Roots
<u>Locomotion</u>	Teach student how to identify story elements	50	V	Fiction, Poetry	Compare and Contrast	Word Roots
<u>Locomotion</u>	Help student locate and record specific details	50	V	Fiction, Poetry	Compare and Contrast	Word Roots
<u>Mermaids</u>	Share and identify characteristics of good	50	T	Nonfiction, Informational	Summarize	Multiple-Meaning

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
	summaries					Words
<u>Mermaids</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	T	Nonfiction, Informational	Summarize	Multiple-Meaning Words
<u>Mirror, Mirror</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	S	Fiction, Science Fiction	Compare and Contrast	Compound Words
<u>Mirror, Mirror</u>	Teach student how to use and construct graphic organizers to keep track of story information	50	S	Fiction, Science Fiction	Compare and Contrast	Compound Words
<u>Ocean Travelers</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	T	Nonfiction, Informational	Categorize and Classify	Comparatives and Superlatives
<u>Ocean Travelers</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	50	T	Nonfiction, Informational	Categorize and Classify	Comparatives and Superlatives
<u>Paralympics</u>	Share and identify characteristics of good summaries	50	T	Nonfiction, Expository	Summarize	Antonyms
<u>Paralympics</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	50	T	Nonfiction, Expository	Summarize	Antonyms
<u>Pompeii: A City Frozen in Time</u>	Model and support how to interpret nonfiction text features	50	V	Nonfiction, Expository	Use Nonfiction Features	Related Words
<u>Pompeii: A City Frozen in Time</u>	Model and support how to locate and use nonfiction text features	50	V	Nonfiction, Expository	Use Nonfiction Features	Related Words
<u>Saving Alpha Nagawa</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	S	Fiction, Realistic	Understand Sequence of Events (fiction only)	Similes
<u>Saving Alpha Nagawa</u>	Teach student how to use and construct graphic organizers to keep track of story information	50	S	Fiction, Realistic	Understand Sequence of Events (fiction only)	Similes
<u>Saving Curiosity Falls</u>	Teach and share examples of inferences	50	V	Fiction, Historical	Make Inferences	Word Roots
<u>Saving Curiosity Falls</u>	Provide opportunities for	50	V	Fiction,	Make Inferences	Word Roots

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
	student to support inferences with information or examples from the text			Historical		
<u>Stories of Adventure</u>	Model and support how to identify important text implications	50	T	Fiction, Adventure	Understand Plot and Mood	Multiple-Meaning Words
<u>Stories of Adventure</u>	Teach student how to identify story elements	50	T	Fiction, Adventure	Understand Plot and Mood	Multiple-Meaning Words
<u>Stories to Make You Laugh</u>	Teach student how to identify story elements	50	S	Fiction, Humor	Analyze Character, Setting, or Theme	Informal Language
<u>Stories to Make You Laugh</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	S	Fiction, Humor	Analyze Character, Setting, or Theme	Informal Language
<u>Survival: Animal Adaptations</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	50	U	Nonfiction, Informational	Categorize and Classify	Base Words
<u>Survival: Animal Adaptations</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	U	Nonfiction, Informational	Categorize and Classify	Base Words
<u>The Egyptian Collar Mystery</u>	Teach student how to identify story elements	50	S	Fiction, Mystery	Analyze Character, Setting, or Theme	Suffixes
<u>The Egyptian Collar Mystery</u>	Provide opportunities to identify and discuss a significant message or event in a story	50	S	Fiction, Mystery	Analyze Character, Setting, or Theme	Suffixes
<u>The Museum Chase</u>	Model and support using knowledge of text structures/genre characteristics to make predictions	50	S	Fiction, Fantasy	Understand Genre	Prefixes
<u>The Museum Chase</u>	Introduce student to reading materials from a variety of genres and purposes	50	S	Fiction, Fantasy	Understand Genre	Prefixes
<u>The Mystery of the Rescued Rubies</u>	Teach how to make and confirm predictions prior to and during reading	50	S	Fiction, Mystery	Understand Genre	Related Words
<u>The Mystery of the Rescued Rubies</u>	Introduce student to reading materials from a variety of genres and purposes	50	S	Fiction, Mystery	Understand Genre	Related Words

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>Tiger Woods</u>	Model and teach comprehension strategies for nonfiction texts	50	T	Nonfiction, Biography	Understand Genre	Multiple-Meaning Words
<u>Tiger Woods</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	50	T	Nonfiction, Biography	Understand Genre	Multiple-Meaning Words
<u>Wetlands</u>	Model and support how to locate and use nonfiction text features	50	T	Nonfiction, Expository	Use Nonfiction Features	Related Words
<u>Wetlands</u>	Model and support how to interpret nonfiction text features	50	T	Nonfiction, Expository	Use Nonfiction Features	Related Words
<u>What a Vacation! A Family Play</u>	Model and support how to identify important text implications	50	S	Fiction, Drama	Draw Conclusions	Word Origins
<u>What a Vacation! A Family Play</u>	Demonstrate and teach student how to support opinion with details from the text	50	S	Fiction, Drama	Draw Conclusions	Word Origins
<u>What Is a Government?</u>	Provide opportunities for student to practice using a specific comprehension strategy	50	V	Nonfiction, Informational	Make Connections	Word Origins
<u>What Is a Government?</u>	Model and teach comprehension strategies for nonfiction texts	50	V	Nonfiction, Informational	Make Connections	Word Origins
<u>Wildlife Photographer Frank Geenaway</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	S	Nonfiction, Autobiography	Recognize Point of View	Word Roots
<u>Wildlife Photographer Frank Geenaway</u>	Demonstrate and teach student how to support opinion with details from the text	50	S	Nonfiction, Autobiography	Recognize Point of View	Word Roots
<u>Write It Down!</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	50	U	Nonfiction, Persuasive	Recognize Author's Purpose	Base Words
<u>Write It Down!</u>	Demonstrate and teach student how to support opinion with details from the text	50	U	Nonfiction, Persuasive	Recognize Author's Purpose	Base Words

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>A Guide to Rocks and Minerals</u>	Model and support how to locate and use nonfiction text features	40	T	Nonfiction, Reference	Categorize and Classify	Antonyms
<u>A Guide to Rocks and Minerals</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	T	Nonfiction, Reference	Categorize and Classify	Antonyms
<u>African American Cowboys: True Heroes of the Old West</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	40	P	Nonfiction, Expository	Determine Main Idea and Details	Borrowed Words
<u>African American Cowboys: True Heroes of the Old West</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	P	Nonfiction, Expository	Determine Main Idea and Details	Borrowed Words
<u>Amazing Arachnids</u>	Share and identify characteristics of good summaries	40	P	Nonfiction, Expository	Summarize	Word Origins
<u>Amazing Arachnids</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	40	P	Nonfiction, Expository	Summarize	Word Origins
<u>Anaconda Antics</u>	Provide opportunities to identify and discuss a significant message or event in a story	40	R	Fiction, Fantasy	Determine Problem and Solution	Word Roots
<u>Anaconda Antics</u>	Teach student how to use and construct graphic organizers to keep track of story information	40	R	Fiction, Fantasy	Determine Problem and Solution	Word Roots
<u>Bird-Watching</u>	Model and support how to interpret nonfiction text features	40	R	Nonfiction, Procedural	Understand Nonfiction Text Structures	Suffixes
<u>Bird-Watching</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	R	Nonfiction, Procedural	Understand Nonfiction Text Structures	Suffixes
<u>Building Bridges</u>	Teach strategies to build reading stamina	40	R	Nonfiction, Narrative	Monitor Comprehension	Comparatives and Superlatives
<u>Building Bridges</u>	Model and discuss	40	R	Nonfiction,	Monitor	Comparatives

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
	strategies good readers use			Narrative	Comprehension	and Superlatives
<u>Chain Reaction</u>	Provide opportunities to identify and discuss a significant message or event in a story	40	P	Fiction, Realistic	Determine Cause and Effect	Compound Words
<u>Chain Reaction</u>	Teach student how to use and construct graphic organizers to keep track of story information	40	P	Fiction, Realistic	Determine Cause and Effect	Compound Words
<u>Clay Magic: The Art of Clay Animation</u>	Provide opportunities for student to support inferences with information or examples from the text	40	P	Nonfiction, Expository	Recognize Author's Purpose	Word Roots
<u>Clay Magic: The Art of Clay Animation</u>	Demonstrate and teach student how to support opinion with details from the text	40	P	Nonfiction, Expository	Recognize Author's Purpose	Word Roots
<u>Coral Reefs</u>	Model and support how to locate and use nonfiction text features	40	R	Nonfiction, Informational	Use Nonfiction Features	Multiple-Meaning Words
<u>Coral Reefs</u>	Model and support how to interpret nonfiction text features	40	R	Nonfiction, Informational	Use Nonfiction Features	Multiple-Meaning Words
<u>Crossing Borders: Stories of Immigrants</u>	Teach and share examples of inferences	40	R	Nonfiction, Narrative	Make Inferences	Base Words
<u>Crossing Borders: Stories of Immigrants</u>	Provide opportunities for student to support inferences with information or examples from the text	40	R	Nonfiction, Narrative	Make Inferences	Base Words
<u>Diving in Antarctica</u>	Model and teach comprehension strategies for nonfiction texts	40	S	Nonfiction, Narrative	Recognize Author's Purpose	Compound Words
<u>Diving in Antarctica</u>	Demonstrate and teach student how to support opinion with details from the text	40	S	Nonfiction, Narrative	Recognize Author's Purpose	Compound Words
<u>Dragon for Sale</u>	Teach student how to use and construct graphic organizers to keep track of story information	40	R	Fiction, Fantasy	Analyze Character, Setting, or Theme	Inflected Forms
<u>Dragon for Sale</u>	Teach student how to identify story elements	40	R	Fiction, Fantasy	Analyze Character, Setting, or Theme	Inflected Forms
<u>Green Treasure</u>	Model and support using knowledge of text	40	S	Fiction, Science Fiction	Understand Genre	Multiple-Meaning

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
	structures/genre characteristics to make predictions					Words
<u>Green Treasure</u>	Introduce student to reading materials from a variety of genres and purposes	40	S	Fiction, Science Fiction	Understand Genre	Multiple-Meaning Words
<u>Hurricane</u>	Model and support how to locate and use nonfiction text features	40	R	Nonfiction, Narrative	Use Nonfiction Features	Homographs
<u>Hurricane</u>	Model and support how to interpret nonfiction text features	40	R	Nonfiction, Narrative	Use Nonfiction Features	Homographs
<u>Kids in Charge</u>	Help student identify important information and/or key vocabulary in a variety of texts	40	S	Fiction, Fable, Fairy Tale, Myth, Tall Tale	Determine Problem and Solution (fiction only)	Inflected Forms
<u>Kids in Charge</u>	Teach student how to use and construct graphic organizers to keep track of story information	40	S	Fiction, Fable, Fairy Tale, Myth, Tall Tale	Determine Problem and Solution (fiction only)	Inflected Forms
<u>Louisa Goes to the City</u>	Provide opportunities for student to practice using a specific comprehension strategy	40	S	Fiction, Realistic	Compare and Contrast	Antonyms
<u>Louisa Goes to the City</u>	Teach student how to use and construct graphic organizers to keep track of story information	40	S	Fiction, Realistic	Compare and Contrast	Antonyms
<u>Louisa, the Blind Kitten</u>	Provide opportunities to identify and discuss a significant message or event in a story	40	R	Fiction, Realistic	Understand Sequence of Events	Synonyms
<u>Louisa, the Blind Kitten</u>	Teach student how to use and construct graphic organizers to keep track of story information	40	R	Fiction, Realistic	Understand Sequence of Events	Synonyms
<u>Maya Lin: Linking People and Places</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	S	Nonfiction, Biography	Understand Genre	Homographs
<u>Maya Lin: Linking People and Places</u>	Introduce student to reading materials from a variety of genres and purposes	40	S	Nonfiction, Biography	Understand Genre	Homographs
<u>Nature's Mysteries</u>	Model and support how to locate and use nonfiction	40	S	Nonfiction, Informational	Use Nonfiction Features	Related Words

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
	text features					
<u>Nature's Mysteries</u>	Model and support how to interpret nonfiction text features	40	S	Nonfiction, Informational	Use Nonfiction Features	Related Words
<u>North to the Pole With Matthew Henson</u>	Model and support how to write a summary in one's own words	40	R	Nonfiction, Biography	Summarize	Suffixes
<u>North to the Pole With Matthew Henson</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	40	R	Nonfiction, Biography	Summarize	Suffixes
<u>Nutty for Peanuts</u>	Model and teach comprehension strategies for nonfiction texts	40	T	Nonfiction, Expository	Monitor Comprehension	Syllable Patterns
<u>Nutty for Peanuts</u>	Help student identify examples in a text where he or she used a specific strategy	40	T	Nonfiction, Expository	Monitor Comprehension	Syllable Patterns
<u>Olympic Champions</u>	Provide opportunities for student to practice using a specific comprehension strategy	40	Q	Nonfiction, Biography	Understand Nonfiction Text Structures	Inflected Forms
<u>Olympic Champions</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	Q	Nonfiction, Biography	Understand Nonfiction Text Structures	Inflected Forms
<u>Penguin Pranks</u>	Help student identify important information and/or key vocabulary in a variety of texts	40	S	Fiction, Fantasy	Determine Cause and Effect (fiction only)	Base Words
<u>Penguin Pranks</u>	Teach student how to use and construct graphic organizers to keep track of story information	40	S	Fiction, Fantasy	Determine Cause and Effect (fiction only)	Base Words
<u>Penguins</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	40	S	Nonfiction, Informational	Determine Main Idea and Details	Word Roots
<u>Penguins</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	S	Nonfiction, Informational	Determine Main Idea and Details	Word Roots
<u>Pockets Full of Gold</u>	Provide opportunities for student to discuss what he or she knows about the	40	S	Fiction, Historical	Understand Genre	Base Words

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
	characters and setting based on title and book cover, as well as opening paragraphs and illustrations of texts read aloud					
<u>Pockets Full of Gold</u>	Introduce student to reading materials from a variety of genres and purposes	40	S	Fiction, Historical	Understand Genre	Base Words
<u>Robots</u>	Help student identify examples in a text where he or she used a specific strategy	40	S	Nonfiction, Informational	Visualize	Syllable Patterns
<u>Robots</u>	Provide opportunities for student to practice using a specific comprehension strategy	40	S	Nonfiction, Informational	Visualize	Syllable Patterns
<u>Save Our Earth</u>	Model and support how to interpret nonfiction text features	40	R	Nonfiction, Persuasive	Understand Nonfiction Text Structures	Word Roots
<u>Save Our Earth</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	R	Nonfiction, Persuasive	Understand Nonfiction Text Structures	Word Roots
<u>Seeing Is Not Believing</u>	Model and support how to locate and use nonfiction text features	40	R	Nonfiction, Informational	Use Nonfiction Features	Prefixes
<u>Seeing Is Not Believing</u>	Model and support how to interpret nonfiction text features	40	R	Nonfiction, Informational	Use Nonfiction Features	Prefixes
<u>Spugete Detectives</u>	Provide opportunities to identify and discuss a significant message or event in a story	40	Q	Fiction, Mystery	Recognize Point of View	Suffixes
<u>Spugete Detectives</u>	Demonstrate and teach student how to support opinion with details from the text	40	Q	Fiction, Mystery	Recognize Point of View	Suffixes
<u>Spugete Mystery</u>	Provide opportunities to identify and discuss a significant message or event in a story	40	Q	Fiction, Mystery	Understand Plot and Mood	Prefixes
<u>Spugete Mystery</u>	Teach student how to identify story elements	40	Q	Fiction, Mystery	Understand Plot and Mood	Prefixes
<u>Stop Here! Remarkable</u>	Provide opportunities for student to practice using a	40	Q	Nonfiction, Expository	Make Connections	Blended Words

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>Roadside Attractions</u>	specific comprehension strategy					
<u>Stop Here! Remarkable Roadside Attractions</u>	Model and teach comprehension strategies for nonfiction texts	40	Q	Nonfiction, Expository	Make Connections	Blended Words
<u>Taking Care</u>	Provide opportunities to identify and discuss a significant message or event in a story	40	Q	Fiction, Realistic	Recognize Point of View	Synonyms
<u>Taking Care</u>	Demonstrate and teach student how to support opinion with details from the text	40	Q	Fiction, Realistic	Recognize Point of View	Synonyms
<u>The Ancient Ones: The Anasazi of Mesa Verde</u>	Model and support how to interpret nonfiction text features	40	R	Nonfiction, Informational	Understand Nonfiction Text Structures	Borrowed Words
<u>The Ancient Ones: The Anasazi of Mesa Verde</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	R	Nonfiction, Informational	Understand Nonfiction Text Structures	Borrowed Words
<u>The Great Bamboozle</u>	Model and teach comprehension strategies for fiction texts	40	R	Fiction, Humor	Visualize	Multiple-Meaning Words
<u>The Great Bamboozle</u>	Provide opportunities for student to practice using a specific comprehension strategy	40	R	Fiction, Humor	Visualize	Multiple-Meaning Words
<u>The Guitar: King of Strings</u>	Model and teach comprehension strategies for nonfiction texts	40	S	Nonfiction, Informational	Understand Nonfiction Text Structures	Comparatives and Superlatives
<u>The Guitar: King of Strings</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	S	Nonfiction, Informational	Understand Nonfiction Text Structures	Comparatives and Superlatives
<u>The Living Desert</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	40	Q	Nonfiction, Informational	Categorize and Classify	Comparatives and Superlatives
<u>The Living Desert</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	Q	Nonfiction, Informational	Categorize and Classify	Comparatives and Superlatives
<u>The Mystery of the Hidden Letter</u>	Model and support how to identify important text implications	40	R	Fiction, Mystery	Understand Plot and Mood	Homophones
<u>The Mystery of the</u>	Teach student how to	40	R	Fiction, Mystery	Understand Plot	Homophones

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>Hidden Letter</u>	identify story elements				and Mood	
<u>The Otherwhere Ice Show</u>	Provide opportunities to identify and discuss a significant message or event in a story	40	R	Fiction, Fantasy	Analyze Character, Setting, or Theme	Similes
<u>The Otherwhere Ice Show</u>	Teach student how to identify story elements	40	R	Fiction, Fantasy	Analyze Character, Setting, or Theme	Similes
<u>The Princess Who Loved to Cook</u>	Model and teach comprehension strategies for fiction texts	40	R	Fiction, Fable, Fairy Tale, Myth, Tall Tale	Make Connections	Prefixes
<u>The Princess Who Loved to Cook</u>	Provide opportunities for student to practice using a specific comprehension strategy	40	R	Fiction, Fable, Fairy Tale, Myth, Tall Tale	Make Connections	Prefixes
<u>The Story of Persephone</u>	Model and support using knowledge of text structures/genre characteristics to make predictions	40	R	Fiction, Fable, Fairy Tale, Myth, Tall Tale	Understand Genre	Homophones
<u>The Story of Persephone</u>	Introduce student to reading materials from a variety of genres and purposes	40	R	Fiction, Fable, Fairy Tale, Myth, Tall Tale	Understand Genre	Homophones
<u>Trading Places in Timbuktu: A Tale From Mali</u>	Model and teach comprehension strategies for fiction texts	40	S	Fiction, Historical	Compare and Contrast	Inflected Forms
<u>Trading Places in Timbuktu: A Tale From Mali</u>	Teach student how to use and construct graphic organizers to keep track of story information	40	S	Fiction, Historical	Compare and Contrast	Inflected Forms
<u>Volcanoes</u>	Model and support how to distinguish between more important and less important ideas, details, and facts	40	R	Nonfiction, Informational	Understand Nonfiction Text Structures	Related Words
<u>Volcanoes</u>	Teach student how to use and construct graphic organizers to keep track of key ideas and facts	40	R	Nonfiction, Informational	Understand Nonfiction Text Structures	Related Words
<u>Wacky Weather</u>	Teach and share examples of inferences	40	R	Nonfiction, Informational	Make Inferences	Similes
<u>Wacky Weather</u>	Provide opportunities for student to support inferences with information or examples from the text	40	R	Nonfiction, Informational	Make Inferences	Similes
<u>What's That Date</u>	Help student identify	40	S	Nonfiction,	Draw Conclusions	Word Origins

Lesson Plan	DRA Focus	DRA Level	GR Level	Genre	Reading Skill	Word Study Skill
<u>Again?</u>	important information and/or key vocabulary in a variety of texts			Informational		
<u>What's That Date Again?</u>	Demonstrate and teach student how to support opinion with details from the text	40	S	Nonfiction, Informational	Draw Conclusions	Word Origins
<u>What's the Fashion?</u>	Show student how to use key words to identify specific information from the text	40	Q	Nonfiction, Informational	Draw Conclusions	Homophones
<u>What's the Fashion?</u>	Demonstrate and teach student how to support opinion with details from the text	40	Q	Nonfiction, Informational	Draw Conclusions	Homophones