

Introduction:

Students in fifth grade English Language Arts will complete seven units in which they read and comprehend a variety of informational/nonfiction and fiction texts including more complex science and social studies texts as well as drama and poetry. Fifth grade is a time for children to hone their intellectual independence. Required skills include summarizing, comparison of texts, analysis of text structure regarding theme, setting, and plot development, determining the meaning of words, narrative writing, and engagement in collaborative discussions. By the time children enter fifth grade, they will have been introduced to most if not all of the new skills expected of fifth-graders. The sequence of fifth grade units consolidates those skills and introduces the learning objectives called for in the sixth-grade standards: how to conduct research using primary sources, how to write narratives that are reflective and theme-based, and how to write argument essays that use counterarguments to clarify a position. All English Language Arts units follow the NJ Student Learning Objectives and meets grade 5 expectations. Student progress will be measured in a variety of methods

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Beach Haven School District English Language Arts Curriculum Pacing Guide	
Content Area: English Language Arts	
Course Title: English Language Arts	Grade Level: 5
Instructional Materials: "Reading Workshop," "Writing Workshop,"	

UNIT 1: Reading: Interpretation Book Clubs: Analyzing Themes (Book 1) Writing: Narrative Craft (Book 1)	30 Days-ongoing
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<p>UNIT 2:</p> <p>Reading: Tackling Complexity: Moving Up Levels of Nonfiction (Nonfiction Book 2)</p> <p>Writing: Journalism (Curricular Calendar)</p>	<p>30 Days-ongoing</p>
<p>UNIT 3:</p> <p>Reading: Author Study: Reading Like a Fan (If...Then...)</p> <p>Writing: Literary Essay: Opening Texts and Seeing More, Shared Writing, Interactive Writing</p>	<p>20 Days-ongoing</p>
<p>UNIT 4:</p> <p>Reading: Argument and Advocacy: Researching Debatable Issues (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: The Research-Based Argument Essay (Book 3), Shared Writing, Interactive Writing</p>	<p>25 Days-ongoing</p>
<p>UNIT 5:</p> <p>Reading: Reading Test Prep, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Writing Test Prep, Shared Writing, Interactive Writing</p>	<p>15 Days-ongoing</p>
<p>UNIT 6:</p> <p>Reading: Reading in the Content Areas: The Civil Rights Movement and the Continuing Fight for Equality (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Shaping Texts: From Essay to Narrative to Memoir (Book 4), Shared Writing, Interactive Writing</p>	<p>30 Days-ongoing</p>
<p>Unit 7:</p> <p>Reading: Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Fantasy Writing (If.. Then..)</p>	<p>30 Day-ongoing</p>

Unit 1 Overview

Unit 1:

Reading: Interpretation Book Clubs: Analyzing Themes (Book 1)

Writing: Narrative Craft (Book 1)

Duration: 30 Days- ongoing

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books

- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets

NJSLS: Content Standards:

Reading:

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

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

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

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.5.7. 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 or above, with scaffolding as needed

Writing:

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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 perspectives of a topic.

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

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Phonics:

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

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

Speaking & Listening:

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

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

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

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

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

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

Language:

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

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

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

Computer Science and Design Thinking

8.1 Computer Science

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Social Studies Standards

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Visual and Performing Arts Standards

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Essential Questions:**Reading:**

- How do readers get to know characters at a deeper level?
- How do readers grow ideas about characters?

Writing:

- Why do authors write about their personal experiences?
- How do authors decide what stories from their life are worth sharing?
- How do authors think about their lives in thematic ways?

Enduring Understandings:**Reading:**

Students will understand that...

- Readers build theories and gather evidence about characters.
- Readers use inferences to build interpretations about texts.
- Readers read across books, looking at similarities and differences in characters, and grow bigger theories about them.

Writing:

- Authors not only use their notebooks to write stories, but to collect, plan, and organize their ideas.
- Authors make thematic connections between the important moments in their lives.
- Authors plan and rehearse their stories multiple times before putting pen to paper.
- Authors maintain a balance between planning/drafting and revising/editing.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Study characters to synthesize, infer, and interpret information

Create effective book clubs to elevate levels of reading, thinking, and conversation

Read at-level books to develop the skills to write well about reading

Writing:

In the area of writing, the student will:

Maintain and regulate their volume and stamina throughout the writing process.

Share their life stories to not only reveal something enduring about the writer, but to make connections with common human experiences.

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

The Year of the Dog by Grace Lin

Hot Day on Abbott Avenue by Karen English

Home of the Brave by Katherine Applegate

Fly Away Home by Eve Langston Hughes

The Carver Chronicles series by Karen English

Assessments/Evidence of Learning	
Formative Assessments <ul style="list-style-type: none">● Anecdotal Notes● Student/Teacher Observations● Reading Conferences● Writing Conferences● Guided Reading Lessons● Strategy Groups● Reader's Notebooks● Writer's Notebooks● Class Discussions● Think-Pair-Share● Peer/Self Assessment● Cooperative Learning Groups● Whiteboard Assessments● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)● Graphic Organizers● Exit Slips	Summative Assessments <ul style="list-style-type: none">● Unit Test● Report Card Assessments● Running Records/DRA● Exit Slips● Performance Assessment● Pre-Unit on demand writing prompt● Post-unit on demand writing prompts● Foundations Unit Assessments
Alternative Assessments <ul style="list-style-type: none">● Reflective/response journals● Reading A-Z Guided Level Assessments● Kahoot● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)● My Reading Log and Reflections● Foundations Fluency Kit Assessments● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)	Benchmark Assessments <ul style="list-style-type: none">● DRA● Beginning of the year SGO assessments● Mid-Year SGO assessments● End-of-Year SGO assessments● Pre and post-unit writing prompt

Unit 2 Overview

<p>Unit 2:</p> <p>Reading: Tackling Complexity: Moving Up Levels of Nonfiction (Nonfiction Book 2)</p> <p>Writing: Journalism (Curricular Calendar)</p>	<p>Duration: 30 Days- ongoing</p>
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Integrated Accommodations and Modification

English Language Learners:

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- Modeling or independent student-led research.

Standards/Learning Targets**NJSLS: Content Standards:****Reading:**

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

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

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

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

Writing:

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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;

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

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Phonics:

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

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

Speaking & Listening:

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

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

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Language:

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

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Visual and Performing Arts Standards

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Essential Questions:

Reading:

- Why is it important to pay attention to the content and structure of complex nonfiction?
- How do nonfiction readers synthesize text to build inferential theories?
- Why do experts engage in research?
- How do researchers use partners' feedback to help improve their work product?

Writing:

- Why is it important for journalists to consider multiple perspectives?
- How do journalists decide what is newsworthy?
- How does a journalist decide to structure their writing?

Enduring Understandings:

Reading:

Students will understand that...

- Readers read to gather information about a topic.
- Readers synthesize information and determine importance as they read.
- Readers notice/analyze multiple text structures within a text.
- Readers build theories about what the text is telling and suggesting.

Writing:

- Journalists live wide awake lives, seeing stories in everyday moments.
- Journalists collect information on the who, what, when, and where of the event on which they are reporting.
- Journalists maintain a balance between planning/drafting and revising/editing.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Determine importance and synthesize information in expository nonfiction

Read from various nonfiction text structures

Read contrasting texts to determine new complexities within them

Apply knowledge about nonfiction reading to inquiry

Writing:

In the area of writing, the student will:

Collect factual, observable information before crafting news reports and feature articles.

Collaborate with peers to help assess the quality and accuracy of their writing.

Be aware that their point of view impacts the way in which they tell a story.

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Grand Canyon by Jason Chin
 Zombie Makers by Rebecca L. Johnson
 Mosquito Bite by Alexandra Siy
 Neighborhood Sharks and How to Be an Elephant by Katherine Roy
 Impossible Inventions: Ideas that Shouldn't Work by Malgorzata Mycielska
 If Sharks Disappeared by Lily Williams

Assessments/Evidence of Learning	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Anecdotal Notes • Student/Teacher Observations • Reading Conferences • Writing Conferences • Guided Reading Lessons 	<ul style="list-style-type: none"> • Unit Test • Report Card Assessments • Running Records/DRA • Exit Slips • Performance Assessment

<ul style="list-style-type: none"> ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<ul style="list-style-type: none"> ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 3 Overview

<p>Unit 3:</p> <p>Reading: Author Study: Reading Like a Fan (If...Then...) (if Interpretation Book Club was used for Unit 1)</p> <p>Writing: Literary Essay: Opening Texts and Seeing , Shared Writing, Interactive Writing</p>	<p>Duration: 25 Days- ongoing</p>
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<p style="text-align: center;">Integrated Accommodations and Modification</p> <p>English Language Learners:</p> <ul style="list-style-type: none"> ● choral reading ● chants, songs ● use charts, posters, videos ● use a highlighter for key ideas, vocabulary ● write helpful hints in margins of copied materials ● provide copy of all notes ● preferential seating ● use manipulatives

- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments

- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
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- Use planner for organizing assignments
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- Student choice for publication
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- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets

NJSLS: Content Standards:

Reading:

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

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

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

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.5.7. 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 or above, with scaffolding as needed

Writing:

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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 perspectives of a topic.

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

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Phonics:

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

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

Speaking & Listening:

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

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

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

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

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

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

Language:

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
- 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.**
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
- 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).**

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

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

Computer Science and Design Thinking

8.1 Computer Science

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Social Studies Standards

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Visual and Performing Arts Standards

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Essential Questions:

Reading:

- How do readers make connections with authors of narrative text?
- Why do authors explore universal topics and themes?
- How can I apprentice myself to an author's craft, so that it can impact my own writing?
- How can I become an author-expert, becoming so knowledgeable about an author that I can talk about and reference that author's works almost automatically, as if I were a literary critic?
- How can I live my life differently because of what I read?

Writing:

- How does an essayist interact with a text to develop a sophisticated essay?
- What is the role of the introduction and conclusion in a literary essay?
- How does an essayist learn to improve her/his writing craft?
- Why might an essayist study multiple texts on

Enduring Understandings:

Students will understand that...

Reading:

- Authors' approaches to the same theme help the reader think about their own writing in new ways
- A writer can apprentice himself to an author to try some of what an author has done in his own writing
- Broadening knowledge about an author allows for the reader to become a literary critic
- Life lessons from authors can be applied to a reader's own life

Writing:

- Writers grow ideas that are central to the story (grounded in close reading), with text evidence, and reflection to support the claim.
- Essayists mindfully and deliberately organize their writing to communicate their intended message to an audience.
- Essay writers read, reread, and rethink a text in increasingly sophisticated ways.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Make connections to an author and his/her body of work

Compare and contrast author's craft across multiple texts

Construct complex themes that occur across multiple texts

Writing:

In the area of writing, the student will:

Write to grow ideas about a text

Support their thesis statements with a variety of evidence

Draft and revise thesis statements that capture the themes of a story and that forecast ways their essays will support their theses.

Transfer and apply their essay writing to respond to prompts and real-world situations

Correlation Key

Correlation Key			
Holocaust	Amistad	LGBTQ & Disabilities	DEI

Core Instructional and Supplemental Materials

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- Foundations Teacher Toolkits
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- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcy.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

The Year of the Dog by Grace Lin

Hot Day on Abbott Avenue by Karen English

Home of the Brave by Katherine Applegate

Fly Away Home by Eve Langston Hughes

The Carver Chronicles series by Karen English

Children of the Red King series by Jenny Nimmo

I Want to Be a Zookeeper by Dan Liebman

Secrets of Droon series by Tony Abbott

Assessments/Evidence of Learning

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups

Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

<ul style="list-style-type: none"> ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 4 Overview

Unit 4:

Reading: Argument and Advocacy: Researching Debatable Issues (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: The Research-Based Argument Essay (Book 3), Shared Writing, Interactive Writing

Duration: 25 Days- ongoing

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication

- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
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- Check in's during reading group collaboration to help refocus
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills

- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets

NJSLS: Content Standards:

Reading:

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

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

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

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

Writing:

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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 perspectives of a topic.

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

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Phonics:

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

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

Speaking & Listening:

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

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

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

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

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

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

Language:

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

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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).

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9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

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

Computer Science and Design Thinking

8.1 Computer Science

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Social Studies Standards

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Visual and Performing Arts Standards

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Essential Questions:

Reading:

- Why is it important to read critically?
- How does one become an informed citizen?
- Why is it important to engage with viewpoints that are different/more nuanced than our own?

Writing:

- In what ways does an essayist establish a voice of credibility?
- Why is it important to construct an argument with the audience in mind?
- How does an essayist decide what issues to argue for/against?

Enduring Understandings:

Students will understand that...

Reading:

- Working in research groups will help to investigate important, pressing, and sometimes controversial issues
- Research can be used to make decisions about how they will live their life
- By doing this work they will become confident and critical readers of complicated nonfiction

Writing:

- Writers learn a variety of strategies for researching a topic
- Writers a volume of notes that capture the important points of the topic but also generate thoughts and reactions to the topic
- Researchers examine the many sides of a topic.
- Research essayists rank their theories, and develop the most relevant or intriguing topics into essays

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Draw on all they have learned about how to read complex nonfiction in order to research and make arguments about provocative, debatable issues.

Develop how to investigate an issue.

Determine how to raise the level of research to consider craft, perspective, and evaluate arguments.

Research a new issue with agency, independence, and the lens of power and advocacy.

Writing:

In the area of writing, the student will:

Identify possible structures of a research-based argument essay

Construct sophisticated opinions about text(s)

Support opinions with highly relevant and carefully selected examples/evidence

Synthesize opinions and text evidence to engage in analytical thinking/interpretation

Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

Extreme Sports by Sean Finnigan

Extreme Sports by Richard Platt

Extreme Sports by Bobbie Kalman

I Want to Be a Zookeeper by Dan Liebman

Saving Animal Babies by Amy Shields

Who Scoops Elephant Poo? Working at a Zoo by Margie Markarian

Should There be Zoos?: A Persuasive Text by Tony Stead

My Visit to the Zoo by Alike

Zoo by Gail Gibbons

Out of the Lab Extreme Jobs in Science: Zoologists and Ecologists by Ruth Owen

Fur, Fins, and Feathers: Abraham Dee Bartlett and the Invention of the Modern Zoo by
 Cassandre Maxwell
 What's New? The Zoo! A Zippy History of Zoos by Kathleen Krull
 The Adventures of a Plastic Bottle: A Story About Recycling by Alison Inches
 Shark Attack! By Cathy East Dubowski
 Space Exploration by Christine Dugan

Assessments/Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
<p>Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p>Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 5 Overview

Unit 5:

Writing: Writing Test Prep (or design your own unit), Shared Writing, Interactive Writing

Reading: Reading Test Prep (or design your own unit), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Duration: 15 Days- ongoing

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons

- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets**NJSLS: Content Standards:****Reading:**

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

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

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

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.5.7. 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 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.5.3. 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.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

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

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

Writing:

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

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

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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 perspectives of a topic.

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

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

Phonics:

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

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

Speaking & Listening:

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

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

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

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

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

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

Language:

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

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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.

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

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

Computer Science and Design Thinking

8.1 Computer Science

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Social Studies Standards

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Visual and Performing Arts Standards

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Enduring Understandings:

Students will understand that...

Reading:

- What reading skills, strategies, and habits will help me on standardized tests?

Writing:

- How are developed essays generated in one writing session?
- How is test-situation essay writing similar to and different from other essay writing?
- Why is a strong thesis statement important in essay writing?

Essential Questions:

Reading:

- Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies
- Standardized tests have a specific format and language
- Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts.

Writing:

- Writers express ideas about texts.
- Writers develop ideas about texts through repetition and practice.
- Test takers plan strategies in advance for how they will react when they

	encounter trouble.
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Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Become familiar with the format of the NJSLA assessment

Identify the most impactful reading skills, strategies, and habits needed for the NJSLA assessment

Writing:

In the area of writing, the student will:

Write an essay in a timed writing session

Develop theories about text, supported by text evidence

Revise literary essays in strategic ways

Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com

- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

The Year of the Dog by Grace Lin

Hot Day on Abbott Avenue by Karen English

Fly Away Home by Eve Bunting

Children of the Red King series by Jenny Nimmo

The Carver Chronicles series by Karen English

Nikki and Deja series by Karen English

Secrets of Droon series by Tony Abbott

Dyamonde Daniels by Nikki Grimes

The Bat series by Elana K. Arnold

The Fear Street Series by R.L. Stine

Grand Canyon by Jason Chin

Zombie Makers by Rebecca L. Johnson

Mosquito Bite by Alexandra Siy

Neighborhood Sharks and How to Be an Elephant by Katherine Roy

Impossible Inventions: Ideas that Shouldn't Work by Malgorzata Mycielska

If Sharks Disappeared by Lily Williams

Extreme Sports by Sean Finnigan

Extreme Sports by Richard Platt

Extreme Sports by Bobbie Kalman

I Want to Be a Zookeeper by Dan Liebman

Saving Animal Babies by Amy Shields

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What's New? The Zoo! A Zippy History of Zoos by Kathleen Krull

The Adventures of a Plastic Bottle: A Story About Recycling by Alison Inches

Shark Attack! By Cathy East Dubowski

Space Exploration by Christine Dugan

The Werewolf Club series by Daniel Pinkwater (L)

The Secrets of Doom series by Tony Abbott (M-O)

Dragon Slayers' Academy series by Kate McMullan (N-P)

The Spiderwick Chronicles* series by Holly Black and Tony DiTerlizzi (Q-R)

Dragons in a Bag series by Zetta Elliott (approx. Level Q)

Deltora Quest series by Emily Rodda (Level R-T)

Animorphs series by K. A. Applegate (Levels T-U)

The Underland Chronicles series (Gregor the Overlander) by Suzanne Collins (Levels U-V)

Percy Jackson and the Olympians* series by Rick Riordan (Levels U-W)

Assessments/Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
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Unit 6 Overview

Unit 6:

Reading: Reading in the Content Areas: The Civil Rights Movement and the Continuing Fight for Equality (Curricular Calendar)

Writing: Shaping Texts: From Essay to Narrative to Memoir (Book 4),

Duration: 30 Days- ongoing

Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
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- Allow alternate assignments and assessments -- project-based, etc.
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- Be given outline of lesson or written directions
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- Provide responses in a form that is easier for student
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- Mark text with highlighter
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- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons

- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
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Gifted and Talented:

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- Higher level questioning
- Students design questions
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- Expose to sophisticated vocabulary
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- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets**NJSLS: Content Standards:****Reading:**

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

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

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

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

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

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

Writing:

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

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

- W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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 perspectives of a topic.
- W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Phonics:

- RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
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- 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
- SL.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language:

- L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- L.5.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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).

Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

Career Readiness, Life Literacies and Key Skills

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

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

Computer Science and Design Thinking

8.1 Computer Science

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections

Social Studies Standards

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Visual and Performing Arts Standards

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Unit Learning Targets- Objectives**Reading:**

Determine importance and synthesize information in nonfiction text

Read from various nonfiction text structures

Read contrasting texts to determine new complexities within them

Apply knowledge about nonfiction reading to inquiry

Writing:

In the area of writing, the student will:

Generate ideas about authors' lives and make deep interpretations about their life experiences

Make deliberate choices when structuring, drafting, and revising their memoirs

Correlation Key**Holocaust****Amistad****LGBTQ & Disabilities****DEI**

Core Instructional and Supplemental Materials

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- Foundations Teacher Toolkits
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- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

You Wouldn't Want to Be series

The Book-American History series

Cobblestone Magazine

Ten Mile Day: and the Building of the Transcontinental Railroad by Mary Ann Fraser

Assessments/Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments 	Summative Assessments <ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments

<ul style="list-style-type: none"> ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	
<p style="text-align: center;">Alternative Assessments</p> <ul style="list-style-type: none"> ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time) ● My Reading Log and Reflections ● Foundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day) 	<p style="text-align: center;">Benchmark Assessments</p> <ul style="list-style-type: none"> ● DRA ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

Unit 7 Overview

<p>Unit 7 :</p> <p>Reading: Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)</p> <p>Writing: Fantasy Writing (If.. Then..)</p>	<p>Duration: 30 Days- ongoing</p>
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Integrated Accommodations and Modification

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core

K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Gifted and Talented:

- Higher level books
- Create a poster on the computer as a slideshow
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Higher level questioning
- Students design questions
- Choice board to extend learning
- Expose to sophisticated vocabulary
- Reader response extension
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Standards/Learning Targets

NJSLS: Content Standards:

Reading:

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

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

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

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.5.7. 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 or above, with scaffolding as needed

Writing:

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

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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 perspectives of a topic.

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

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1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

<p>Essential Questions:</p> <p>Reading:</p> <ul style="list-style-type: none"> • What strategies and goals will help me to make sense of the multiple plot lines, layered characters, and complex themes in fantasy? • How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy? (approximately one week) • How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft? <p>Writing:</p> <ul style="list-style-type: none"> • How do fantasy authors develop ideas for stories? • Why do authors engage in the writing process? • How do narrative and personal narrative work intersect? 	<p>Enduring Understandings:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Using strategies and creating goals will help them to make sense of complex texts. • Fantasy readers envision the story in their mind, creating the world the author is trying to portray. • Fantasy readers develop thematic understandings of texts, knowing that it is much more than dwarfs and elves. • There are many fantasy archetypes, quest structures, and thematic patterns. <p>Writing:</p> <ul style="list-style-type: none"> • Quality writing traits from past units can help you write in various genres today. • Depending on the genre, writers focus on characters, setting, or plot cues. • Genres have specific terminology associated with that genre
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<p style="text-align: center;">Unit Learning Targets- Objectives</p> <p><u>Reading:</u></p> <p><i>In the area of reading, the student will:</i></p> <p><i>Read complex texts developing skills of synthesis and interpretation.</i></p> <p><i>Notice patterns across texts.</i></p> <p><u>Writing:</u></p> <p><i>In the area of writing, the student will:</i></p> <p><i>Utilize elements of effective narrative writing (i.e., content structure, organization) to construct their text.</i></p> <p><i>Engage in large-scale revision of their writing, using a tool such as a checklist to help them.</i></p>
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Holocaust	Amistad	LGBTQ & Disabilities	DEI
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- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Various Levels of Text:

The Thief of Always by Clive Barker
The Paper Bag Princess by Robert Munsch
The Werewolf Club series by Daniel Pinkwater (L)
The Secrets of Doom series by Tony Abbott (M-O)
Dragon Slayers' Academy series by Kate McMullan (N-P)
The Spiderwick Chronicles* series by Holly Black and Tony DiTerlizzi (Q-R)
Dragons in a Bag series by Zetta Elliott (approx. Level Q)
Deltora Quest series by Emily Rodda (Level R-T)
Animorphs series by K. A. Applegate (Levels T-U)
The Underland Chronicles series (Gregor the Overlander) by Suzanne Collins (Levels U-V)
Percy Jackson and the Olympians* series by Rick Riordan (Levels U-W)

Assessments/Evidence of Learning	
Formative Assessments	Summative Assessments

<ul style="list-style-type: none"> ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips 	<ul style="list-style-type: none"> ● Unit Test ● Report Card Assessments ● Running Records/DRA ● Exit Slips ● Performance Assessment ● Pre-Unit on demand writing prompt ● Post-unit on demand writing prompts ● Foundations Unit Assessments
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