

Bloomingtondale School District

Bloomingtondale, NJ



Adopted: September

**ELA
Grade 5**

2017

**English
Language Arts
Department**

Grade 5 English
Language Arts
Curriculum is
aligned to the Grade
5 NJSL-ELA and
Anchor Standards
for College and
Career Readiness.

English Language Arts Curriculum

OVERVIEW:

The instructional design of the elementary reading/language arts program is recursive, that is, the same major strategies and skills are taught and reinforced across the grade levels. Skills and strategies are developed through a balanced literacy approach which includes trade books, novels, leveled readers, and supplementary materials across content areas. Students demonstrate their understanding of the language by responding to the text in a variety of ways. The integration of the language arts skills, reading, writing, speaking, viewing and listening are infused throughout the content areas in addition to the ELA periods.

COURSE DESCRIPTION:

Students will think, talk and write about literary and informational texts. They will begin to have deep conversations and will practice quoting accurately from the text when explaining their thinking. Students will learn the power of previewing before reading and will begin to compare and contrast characters and settings. Students will learn a strategy for considering context clues when trying to infer the meaning of an unknown word, as well as explore the use of figurative language in poetry. While analyzing a poem, students will begin to think about the theme an author or narrator is trying to convey. Students will learn to determine main ideas of an informational text, identify details that support the main ideas, and explain how the details support the main idea.

UNITS

- Unit 1 - Thinking, Talking, Reading and Writing about Informational and Literary Texts (Weeks 1-6)
- Unit 2 - Thinking, Talking, Reading and Writing about Literacy and Informational Text (Weeks 7-12)
- Unit 3 - Thinking, Reading and Writing about Comparisons of Story Elements and Text Structure Within the Same Text and Across Texts (Weeks 13-18)
- Unit 4 - Thinking, Talking, Reading and Writing about Comparisons of Story Elements and Text Structure Within Informational Texts, Characters, Settings and Events with Informational and Literary Texts (Weeks 19-24)
- Unit 5 - Thinking, Talking, Reading and Writing about Informational Texts Analyzing Points of View (Weeks 25-30)
- Unit 6 - Thinking, Talking, Reading and Writing about Informational Texts Analyzing Many Layers of Meaning (Weeks 31-36)

MATERIALS FOR INSTRUCTION:

- I. Leveled readers
- II. Computer technology
- III. Newspapers/magazines
- IV. Media center/classroom libraries/public library
- V. Novels
- VI. Reader's Notebooks
- VII. Writer's Notebooks
- VIII. Smartboard
- IX. Authentic literature

METHODS OF EVALUATION:

- I. Attitude
- II. Effort
- III. Participation in class work
 - A. Class discussion (including turn and talk)
 - B. Work (group, partner, and individual)
 - C. Reports
 - D. Writing samples
 - E. Journals/portfolios
 - F. Centers
 - G. Peer sharing
- IV. Homework
- V. Test and quizzes
 - A. Unit tests
 - B. Teacher prepared tests
 - C. Supplementary materials
 - D. Standardized and/or norm referenced tests
- VI. On-going informal assessment
 - A. Independent writing
 - B. Reader's and Writer's Notebooks
 - C. Anecdotal records
 - D. Running Records
 - E. Guided Reading
 - F. Student/teacher conferences

UNIT 1				
Content Area: Language Arts				
Unit Title: Thinking, Talking, Reading and Writing about Informational and Literary Texts				
Target Course/Grade Level: Grade 5				
UNIT SUMMARY				
<p>The Learner Will Be Able To: During this unit, students will think, talk and write about literary and informational texts. They will begin to have deep conversations and will practice quoting accurately from the text when explaining their thinking. Students will learn the power of previewing before reading and will begin to compare and contrast characters and settings. Students will learn a strategy for considering context clues when trying to infer the meaning of an unknown word, as well as explore the use of figurative language in poetry. While analyzing a poem, students will begin to think about the theme an author or narrator is trying to convey. Students will learn to determine main ideas of an informational text, identify details that support the main ideas, and explain how the details support the main idea.</p>				
<p>21st Century Skills: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p>				
LEARNING OBJECTIVES				
Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Foundations/ Language
RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.10 RL.5.5	RI.5.1 RI.5.2 RI.5.4 RI.5.10 RI.5.5	W.5.8 W.5.9a W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.4 SL.5.6	RF.5.4a RF.5.4b L.5.4 L.5.6
<p>BOLD: focus standards UNBOLD: supporting standards</p> <p>Unit Essential Questions: How do readers use textual evidence to evaluate arguments and specific claims made by the text? How can readers become objective and critical in their stance?</p>				

Unit Enduring Understandings / Unit Learning Targets:

Readers use textual evidence to evaluate arguments and specific claims made by the text.
Readers become objective and critical in their stance.

EVIDENCE OF LEARNING**Formative Assessments:**

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Summative Assessments:

- Tests
- Unit tests
- Achieve-3000 (benchmark)
- Persuasive writing samples
- Book Talks
- Projects
- Presentations
- Writer's/Reader's Notebook

UNIT RESOURCES**Text:**

The Lightning Thief by Rick Riordan

Other Resources:**Website**

<http://www.Achieve-3000.com>

<http://www.ReadingA-Z.com>

<http://www.ReadWorks.com>

<http://www.Learnzillion.com>

<http://www.Newsela.com>

<http://www.scholastic.com>

Technology Resources & Standards:

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

INSTRUCTIONAL METHODOLOGIES**Suggested Activities:**

Choose an adult level book

1. Ask students to pretend to be teachers by listening to you read and evaluating you as a reader

2. Tell students that the book is long and has many hard words and that this book is difficult for you but you will do your best
3. Read the first paragraph fluently and with expression with no difficulty and ask students to turn and talk about what they think of your reading
4. Students will praise your reading, but let them in on a secret – that when you were a kid sometimes you faked your teachers out by reading smoothly and with expression and pronouncing all of the words correctly, but you were not thinking. Explain that if your teachers asked you questions about what you read, you would not be able to give thoughtful answers. Ask students if they have ever done fake reading without meta-cognition
5. Explain that you will show students how reading is like a tossed salad – a tossed salad is a mixture of lettuce and tomatoes while a “reading” salad is a mixture of text and thinking. The thinking bowl includes green cards/lettuce that say “thinking” and red cards/tomatoes that say “text”
6. Show students a small bowl of red cards and a small bowl of green cards, and then a large empty bowl
7. Read aloud again and explain that you will point to the text for student volunteers to put a green card into the big bowl every time you point to your head and a red card every time you point to the text
8. Model reading and thinking – make predictions, make connections, and ask and answer questions
9. Send helpers back to the group and ask students to turn and talk about what they have just seen

Interdisciplinary Connections:

Close read informational texts about history and/or science
Write a persuasive essay about a scientific or historical topic
Define tier two vocabulary words including math terms
Discuss current event news articles
Practice researching topics using an academic database
Use technology to publish student writing

UNIT 2

Content Area: Language Arts

Unit Title: Thinking, Talking, Reading, and Writing about Literary and Informational Texts

Target Course/Grade Level: 5

UNIT SUMMARY

The Learner Will Be Able To: During this unit, students will think, talk, and write about literary and informational texts. They will have deep conversations and will practice quoting accurately from the text when explaining their thinking.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

LEARNING OBJECTIVES

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Foundations/ Language
RL.5.2	RI.5.4	W.5.8	SL.5.1	RF.5.4a
RL.5.4	RI.5.3	W.5.9	SL.5.4	RF.5.4b
RL.5.5	RI.5.5	W.5.9a	SL.5.6	L.5.4
RL.5.10	RI.5.10	W.5.10		L.5.6
RL.5.1	RI.5.1			
RL.5.3	RI.5.2			
RL.5.4a				
RL.5.6				

BOLD: focus standards

UNBOLD: supporting standards

Unit Essential Questions:

How do readers use textual evidence to evaluate arguments and specific claims made by the text?

How can readers become objective and critical in their stance?

Grade 5 E LA

Unit Enduring Understandings / Unit Learning Targets:

Students use textual evidence to evaluate arguments and specific claims made by the text.

Students become objective and critical in their stance.

EVIDENCE OF LEARNING**Formative Assessments:**

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

OTHER RESOURCES:

Website

<http://www.Achieve-3000.com>

<http://www.ReadingA-Z.com>

<http://www.ReadWorks.com>

<http://www.Learnzillion.com>

<http://www.Newsela.com>

<http://www.scholastic.com>

Books:

Eve Bunting Books

Encounter by Jane Yolen

Westlandia

Where the Wild Things Are

INSTRUCTIONAL METHODOLOGIES**Suggested Activities:**

1. Provide students with a familiar poem and have them summarize each stanza.
2. Ask students to explain their thinking using evidence from text.
3. Have students choose an interesting phrase and explain meaning of the phrase using information from text.
4. Create a chart so that kids can sort their post-it notes under different prefixes/suffixes.
5. Explain how you understand relationships and interactions between characters.
6. Why is it important to understand relationships and interactions between characters?
7. Explain how an author provides a reader with information that helps them understand relationships and interactions between characters and individuals in a text.

Interdisciplinary Connections:

Close read informational texts about history and/or science

Write a persuasive essay about a scientific or historical topic

Define tier two vocabulary words including math terms

Discuss current event news articles

Practice researching topics using an academic database

Use technology to publish student writing

Summative Assessments:

- Tests
- Unit tests
- Achieve-3000 (benchmark)
- Persuasive writing samples
- Book Talks
- Projects
- Presentations
- Writer's/Reader's Notebook

UNIT RESOURCES

TEXTS:

1. The Lightning Thief by Rick Riordan
2. 101 Great American Poems by the American Poetry & Literacy Project
3. Confetti Poems for Children by Pat Mora;
4. Robert Frost's Poems by Robert Frost
5. Thank you, Mr. Falker by Patricia Polacco
6. Baseball Saved Us by Ken Mochizuki (E)
7. The Scoop on Dino Poop or Chocolate: The Happy Food (TT)
8. Firefighting Through the Ages (TT)
9. Jack Roosevelt Robinson: Baseball's First Black Superstar

UNIT 3

Content Area: Language Arts

Unit Title: Thinking, Talking, Reading and Writing About Comparisons of Story Elements and Text Structures Within the Same Text and Across Texts

Target Course/Grade Level: 5

UNIT SUMMARY

The Learner Will Be Able To:

During this unit, students will think, talk and write about characters, settings, and events and how these story elements interact with each other as they compare and contrast within the same text and across texts. Students will quote accurately from a text when drawing on specific details to support their thinking about characters, settings, and events. This unit has been planned with the understanding that these standards have already been introduced in the classroom. Please refer to the Curriculum Map to see which standards are fading. Writing should occur both during the Reading Workshop and the Writing Workshop. During the Reading Workshop, writing will focus on writing about reading. During Writing Workshop, writing will focus on the writing process.

This unit includes one learning experience that is meant to occur over multiple days (most likely 3 days: Day 1 for analyzing 2 characters, Day 2 for comparing and contrasting, and Day 3 for the written response). This learning experience provides a detailed plan for instruction. This unit also includes multiple lessons that should be used to build or grow a learning experience. The “lessons” include objectives, learning targets, activities, anchor charts, thinking stems, and formative assessment opportunities. Based on formative assessment, lessons may be repeated with different texts or excerpts.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills

LEARNING OBJECTIVES

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Foundations/ Language
RL.5.4 RL.5.1 RL.5.3 RL.5.9	RI.5.4 RI.5.3 RI.5.5	W.5.9 W.5.10	SL.5.1a SL.5.1b SL.5.1c SL.5.4 SL.5.6	RF.5.4a RF.5.4b L.5.4 L.5.6

BOLD: focus standards

UNBOLD: supporting standards

Unit Essential Questions:

How do readers compare and contrast characters, setting, and events using specific details from the text?

Unit Enduring Understandings / Unit Learning Targets:

Students will think deeply about characters, setting, and events ,by drawing on specific details to support their thinking.

EVIDENCE OF LEARNING**Formative Assessments:**

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Summative Assessments:

- Tests
- Unit Tests
- Achieve-3000 (benchmark)
- Persuasive writing samples
- Book Talks
- Projects
- Presentations
- Writers-Readers Notebook

UNIT RESOURCES**Text:**

1. Seed Folks by Paul Fleischman (E)
2. The Sign of the Beaver by Elizabeth George Speare (E)
3. George v. George: The American Revolution as seen from Both Sides by Rosalyn Schanzer
4. Rigby ®, Classroom Library (CL)
5. Text Exemplar (E)
6. Science (S)
7. Social Studies (SS)
8. Toolkit Texts (TT)

Professional Resources:

1. Other Resources: Reading Units of Study by Lucy Calkins •Good Choice by Tony Stead
2. Toolkit Texts (Grades 4-5)
3. Toolkit Texts (Grades 6-7)

4. The Comprehension Toolkit Grades 3-6 by Stephanie Harvey and Anne Goudvis
5. A Curricular Plan for The Reading Workshop Grade 5 by Lucy Calkins

Website

<http://www.achievethecore.org>

Technology Resources & Standards:

8.1.8.E.1 To effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem

8.1.5.D.2 To analyze the resource citations in online materials for proper use

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

1. Have students think aloud why the author chose to include the information using the particular structure he/she used and refer to specific details in the text as you explain the comparison
2. Write a paragraph comparing and contrasting characters
3. Plan a conversation with another pair
4. Create a T-chart with sticky notes and record your thoughts as you think aloud about what the setting looks like and what it must feel like in that setting

Interdisciplinary Connections:

Close read informational texts about history and/or science
Write a persuasive essay about a scientific or historical topic
Define tier two vocabulary words including math terms
Discuss current event news articles
Practice researching topics using an academic database
Use technology to publish student writing

UNIT 4**Content Area: Language Arts****Unit Title: Thinking, Talking, Reading and Writing about Comparisons of Story Elements and Text Structure Within Informational Texts, Characters, Settings and Events with Informational and Literary Texts****Target Course/Grade Level: 5****UNIT SUMMARY****The Learner will be able To:**

During this unit, students will continue to think, talk and write about informational texts, as well as characters, settings and events in both informational and literary texts. Students will work to compare and contrast the overall structures of two or more texts and learn to use information from multiple sources to answer a question quickly or solve a problem efficiently. As students analyze informational texts, they will explain relationships between events, individuals, ideas or concepts. As students read literary texts, they will describe how the narrator or character's point of view influences how the events are described.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

LEARNING OBJECTIVES

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Foundations/ Language
RL.5.3	RI.5.5	W.5.8	SL.5.1a	RF.5.4a
RL.5.6	RI.5.3	W.5.9a	SL.5.1b	RF.5.4b
RL.5.1	RI.5.7		SL.5.1c	L.5.4
RL.5.10	RI.5.1		SL.5.4	L.5.6
	RI.5.2		SL.5.6	
	5.10			

BOLD: focus standards

UNBOLD: supporting standards

Unit Essential Questions:

The reader will be able to compare and contrast informational texts as well as characters, settings and events in both informational and literary texts?

Unit Enduring Understandings / Unit Learning Targets:

Effective readers will think deeply about characters, settings and events by analyzing informational texts and explaining the relationship between events, individuals, ideas or concepts.

EVIDENCE OF LEARNING**Formative Assessments:**

Weekly or 1x every 2 weeks give assessments, which grow out of your Readers Notebook entries. For example: if you are having your students complete or fill in a graphic organizer based on their independent reading book, then for an assessment give them a fresh /new text and have them complete the same graphic organizer with accompanying questions. This can be graded by using a checklist or a grading scale. (be sure to use grade level texts)

Summative Assessments:

- Tests
- Unit Tests
- ACHIEVE-3000 (benchmark)
- Persuasive writing samples
- Book Talks, Projects
- Presentations
- Writer's/Reader's Notebook

UNIT RESOURCES

Text:

Freedom Summer by Deborah Wiles (E)

Steal Away Home by Lois Ruby (CL)

50 American Heroes Every Kid Should Meet (CL)

Toolkit Texts Grades 4-5

Toolkit Texts Grades 6-7

The Comprehension Toolkit Grades 3-6, Toolkit Texts

King George III: America's Enemy "Bully" by Philip Brooks (CL)

Famous Native North Americans by Bobbie Kalman (CL)

"The Moonlit Road to Freedom" (R)

"Dive Right In" (R)

"Frog Watching" (TT)

"The Greenhouse Effect" (TT)

"Icebergs: Floating Snow Cones" (TT)

Rigby®, Classroom Library (CL), Text Exemplar (E), Science (S), Social Studies (SS), Toolkit Texts (TT)

Professional Resources:

Reading Units of Study by Lucy Calkins

Other Resources:

Reading Units of Study by Lucy Calkins
The Comprehension Toolkit Grades 3-6 by Stephanie Harvey and Anne Goudvis
A Curricular Plan for The Reading Workshop Grade 5 by Lucy Calkins

Technology Resources & Standards:

8.1.8.E.1 To effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems
8.1.5.D.2 Analyze the resource citations in online materials for proper use

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

1. Guided practice and confer with students as they read
2. Discuss the characteristics of the structure in expository text using the Social Studies textbook
3. Study one character so that we can begin to understand the depth of their problems and empathize with this character
4. Read biographies and think about how ideas influenced these people
5. Explain to students that sometimes we use information from one or more resources to answer a question

Interdisciplinary Connections:

Close read informational texts about history and/or science
Write a persuasive essay about a scientific or historical topic
Define tier two vocabulary words including math terms
Discuss current event news articles
Practice researching topics using an academic database
Use technology to publish student writing

UNIT 5

Content Area: Language Arts

**Unit Title: Thinking, Talking, Reading and Writing about informational Texts
Analyzing Points of View**

Target Course/Grade Level: 5

UNIT SUMMARY

The Learner Will Be Able To:

During this unit, students will read with the author's craft in mind. They will analyze points of view from which stories are told and describe how different points of view affect how the events are described. They will describe the overall structure of poems, stories and dramas and analyze how visual elements contribute to a text. While reading informational; texts, students will explain how an author supports key points with evidence and reasons to help the reader understand. Students will learn to synthesize information, gathered and learn to speak and write about a topic knowledgeably.

Reading workshop is the recommended framework for the standards-based reading instruction. The workshop framework is a cycle of differentiated support that begins with whole group instruction, narrows to small group and individual instruction based on student need, and concludes with whole group sharing. Assessments and intervention are embedded within the workshop framework.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills

Learning Objectives

Reading - Literature	Reading - Informational	Writing	Speaking & Listening	Foundations/ Language
RL.5.5	RI.5.6	W.5.8	SL.5.1a	RF.5.4a
RL.5.6	RI.5.8	W.5.9a	SL.5.1b	RF.5.4b
RL.5.7	RI.5.9		SL.5.1c	L.5.4
RL.5.9			SL.5.4	L.5.6
			SL.5.6	

Unit Essential Questions:

How do effective readers analyze points of view from which stories are told and describe how different points of view affect how the events are described?

Unit Enduring Understandings / Unit Learning Targets:

Effective readers will analyze points of view from which stories are told and describe how different points of view affect how the events are described.

EVIDENCE OF LEARNING

Formative Assessments: Performance Task suggestion:

Explain how the character development in chapter 5 helps the reader understand Maria Isabel's feelings in chapter 8. The students will need a copy of chapter 5 and chapter 8 in order to complete this task.

Note: The story structures of many dramas and many poems are similar to that of a story and this seed should be repeated with any dramas and story poems to which you have access. Many reader's. An example of a story poem is Casey at the Bat from 101 Great American Poems (4-5 Poetry Exemplar).

Exit slip: Explain how the series of stanzas in The Secret Song fit together to provide the overall structure of the poem. (Have students share responses during Share Time.) Confer with students as they work with a partner and/or small group during guided practice and/or while reading independently. Ask the point of view from which their story is told. Require students to explain, orally and in writing, the evidence from the text they used to determine the point of view from which the story is told.

With the details from the text placed on the organizer, the reader may be better able to consider all the details when inferring the character's point of view. You will want to provide this strategy as needed, but work with students to develop the skill of recognizing the details the author or narrator provides them and consider the character's point of view while reading.

Summative Assessments:

- Tests
- Unit tests
- Achieve-3000 benchmark
- persuasive writing samples
- book talks
- projects
- presentations
- writers'-readers' notebook.

UNIT RESOURCES

Text:

Freedom Summer by Deborah Wiles (E)

Steal Away Home by Lois Ruby (CL)

50 American Heroes Every Kid Should Meet (CL)

Toolkit Texts Grades 4-5

Toolkit Texts Grades 6-7

The Comprehension Toolkit Grades 3-6, Toolkit Texts

King George III: America's Enemy "Bully" by Philip Brooks (CL)

Technology Resources & Standards:

8.1.8.E.1 To effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems

8.1.5.D.2 Analyze the resource citations in online materials for proper use

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

1. Have students read their independent book and determine if it is told from the first, second or third point of view.
2. Students will describe how a narrator's point of view influences how the events are described.
3. Students will analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text.

Interdisciplinary Connections:

Close read informational texts about history and/or science
Write a persuasive essay about a scientific or historical topic
Define tier two vocabulary words including math terms
Discuss current event news articles
Practice researching topics using an academic database
Use technology to publish student writing

UNIT 6

Content Area: Language Arts

Unit Title: Thinking, Talking, Reading and Writing about Literary and Informational Texts Analyzing Many Layers of Meaning

Target Course/Grade Level: 5

UNIT SUMMARY

The Learner Will Be Able To:

During this unit, the students will read and conduct short research projects and participate in book talk discussions. Teachers will teach students to have deep conversations about stories with many layers of meaning during a daily read aloud and students will transfer the conversational strategies learned during interactive read aloud to their book club discussions. In their discussions, students will analyze points of view from which stories are told and describe how different points of view affect how the events are described, analyzed and grow theories about characters and understand the setting from which a historical fiction story takes place. While reading informational text, students will learn to synthesize information and learn to speak and write about a topic knowledgeably.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

LEARNING OBJECTIVES

Reading – Literature	Reading – Informational	Writing	Speaking & Listening	Foundations/ Language
RL.5.2 RL.5.3 RL.5.4 RL.5.6 RL.5.10 RL.5.1 RL.5.9	RI.5.4 RI.5.10 RI.5.1 RI.5.3	W.5.10 W.5.2 W.5.8 W.5.9	SL.5.1 SL.5.4	L.5.1

Unit Enduring Understandings / Unit Learning Targets:

Students will be able to read informational texts, learn to synthesize information and learn to speak and write about a topic knowledgeably.

EVIDENCE OF LEARNING

Formative Assessments: During guided practice observe students as they are developing and growing theories about Peter. Note students who are having trouble with this and plan to pull these students for a focus group during work time. During work time, conference with students while they read their book club book and take notes on the theories they are developing and growing about characters. Review students' reader's notebooks. Students should continue to track characters, add to their time lines and take notes about the theories they are developing about characters.

Note students who are not using their notebook as a tool to track their thinking. You will want to pull these students for a focus group. Performance Task: Explain a theory you have developed about a character. Support your theory with evidence from the text.

Summative Assessments:

- Tests
- Unit tests
- Achieve-3000 benchmark
- persuasive writing samples

- book talks
- projects
- presentations
- writers'-readers' notebook.

UNIT RESOURCES**Text:**

Number the Stars, By Lois Lowry or another historical fiction read aloud

Group sets of historical fiction chapter books

Various historical fiction picture books

Various informational articles and texts on the same topics

Other Resources:

Reading Units of study by Lucy Calkins - Good Choice by Tony Stead

Toolkit Texts grade 4-5

Toolkit Texts grade 6-7

Technology Resources & Standards:

8.1.8.E.1 To effectively use a variety of search tools and filters in professional public databases to find information to solve real world problems

8.1.5.D.2 Analyze the resource citations in online materials for proper use

INSTRUCTIONAL METHODOLOGIES

Suggested Activities:

1. Students will read a historical fiction picture book independently.
2. Attach word strips to a word chart and explain to students that they are to be on the lookout for words as they read, write and hear conversations during worktime.
3. Students will keep track of new learnings and wonderings.
4. During work time, students will read the beginning of book club book and pay close attention details that provide reader with a sense of emotional atmosphere and record their thinking.

Interdisciplinary Connections:

Close read informational texts about history and/or science
Write a persuasive essay about a scientific or historical topic
Define tier two vocabulary words including math terms
Discuss current event news articles
Practice researching topics using an academic database
Use technology to publish student writing

New Jersey Student Learning Standards for English Language Arts Grade 5

Progress Indicators for Reading Literature

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

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

Range of Reading and Complexity of Text

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

Progress Indicators for Reading Informational Text

Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

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

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

Fluency

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

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

Progress Indicators for Writing

Text Types and Purposes

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

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

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

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

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

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

Production and Distribution of Writing

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

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

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

Research to Build and Present Knowledge

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

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

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

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

Range of Writing

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

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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

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

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

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

Presentation of Knowledge and Ideas

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

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

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

Progress Indicators for Language

Conventions of Standard English

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

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

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

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

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

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

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

