

Board Approved August 2017

| Week | Marking Period 1 | Week | Marking Period 3 |
|------|--------------------------------------|------|---------------------------------------|
| 1 | Start Smart | 21 | Unit 3 Week 5: Into the Past |
| 2 | Unit 1 Week 1: Meeting a Need | 22 | Unit 3 Week 6: Review/Assess/Extend |
| 3 | Unit 1 Week 2: Trial and Error | 23 | Unit 4 Week 1: Sharing Stories |
| 4 | Novel: <i>Wonder</i> by R.J. Palacio | 24 | Unit 4 Week 2: Discoveries |
| 5 | Novel: <i>Wonder</i> by R.J. Palacio | 25 | Unit 4 Week 3: Take Action |
| 6 | Novel: <i>Wonder</i> by R.J. Palacio | 26 | Unit 4 Week 4: Consider Our Resources |
| 7 | Unit 1 Week 3: Seeing for Yourself | 27 | Unit 4 Week 5: Express Yourself |
| 8 | Unit 1 Week 4: Inventions | 28 | Unit 4 Week 6: Review/Assess/Extend |
| 9 | Unit 1 Week 5: New Technology | 29 | Unit 5 Week 1: New Perspectives |
| 10 | Unit 1 Week 6: Review/Assess/Extend | 30 | Unit 5 Week 2: Better Together |
| Week | Marking Period 2 | Week | Marking Period 4 |
| 11 | Unit 2 Week 1: Reaching a Compromise | 31 | Unit 5 Week 3: Our Changing Earth |
| 12 | Unit 2 Week 2: Seeking the Answer | 32 | Unit 5 Week 4: Now We Know |
| 13 | Unit 2 Week 3: Investigations | 33 | Unit 5 Week 5: Scientific Viewpoints |
| 14 | Unit 2 Week 4: A Plan of Action | 34 | Unit 5 Week 6: Review/Assess/Extend |
| 15 | Unit 2 Week 5: Making It Happen | 35 | Unit 6 Week 1: New Perspectives |
| 16 | Unit 2 Week 6: Review/Assess/Extend | 36 | Unit 6 Week 2: Getting Along |
| 17 | Unit 3 Week 1: Cultural Exchange | 37 | Unit 6 Week 3: Adaptations |
| 18 | Unit 3 Week 2: Being Resourceful | 38 | Unit 6 Week 4: Making a Difference |
| 19 | Unit 3 Week 3: Patterns | 39 | Unit 6 Week 5: Out in the World |
| 20 | Unit 3 Week 4: Teamwork | 40 | Unit 6 Week 6: Review/Assess/Extend |

*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 and Tier 3 Intervention, Research Simulation Tasks, Literary Analysis Tasks, Narrative Writing Tasks, Reader's Theater, Inquiry Space Projects, Project Presentations, Unit Assessments, Level Up Assessments, Novel Study, and other activities.

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| Time Frame | 1 week |
| Topic | |
| Start Smart | |
| Essential Questions | |
| <ul style="list-style-type: none"> ● What discoveries can people make when they cooperate with others? ● What can you discover by observing nature? | |
| Enduring Understandings | |
| <ul style="list-style-type: none"> ● When people cooperate, they work together toward the same goal. By working together, people discover solutions, or answers to problems. ● By working together and closely observing nature, scientists are finding ways to solve problems facing our environment. | |
| Alignment to NJSL | |
| <u>English Language Arts</u> | |
| <i>Reading:</i> | |
| <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <input type="checkbox"/> 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. <input type="checkbox"/> RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. <input type="checkbox"/> 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). <input type="checkbox"/> 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 <input type="checkbox"/> RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. <input type="checkbox"/> RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> RF.5.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <input type="checkbox"/> A. Read grade-level text with purpose and understanding. <input type="checkbox"/> 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.

Writing:

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- 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.

Speaking and 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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language:

- 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.5.6. 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).

Social Studies

- SOC.5-8.1.4.1 - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Science

- SCI.5-LS1-1 - [*Performance Expectation*] - Support an argument that plants get the materials they need for growth chiefly from air and water.
- SCI.5-LS2-1 - [*Performance Expectation*] - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Technology

- TECH.8.1.5.A.1 - [*Cumulative Progress Indicator*] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- TECH.8.1.5.B.CS2 - [*Content Statement*] - Create original works as a means of personal or group expression.
- TECH.8.1.5.F.CS1 - [*Content Statement*] - Identify and define authentic problems and significant questions for investigation.

Key Concepts and Skills

Reading Literature/Informational Text

Students will

- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections

when relevant.

- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- summarize the key points of a text.
- identify details to support the main idea.
- identify at least two main ideas in informational texts.
- explain how the author supports main ideas in informational text with key details.
- find the similarities and differences in the structure of two or more texts.
- determine the impact of the structure on text meaning.
- discuss the similarities and differences unique to various perspectives presented in text.
- give descriptions about how the information is presented for each perspective.
- identify the points or claims an author makes in a text.
- identify reason and evidence for those points or claims made.
- prove each point with evidence from the text.
- explain how an author uses proof to support a point in the text.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events.
- identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc).
- explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text.
- read and understand a wide range of informational and literary texts within grade text level efficiently by the end of the school year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Foundation Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.

- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).

Language

Students will

- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.

Learning Activities

Reading Literature/Informational Text

- Introduce Close Reading Routine: Read, Reread, Integrate
- Connect to Essential Question
- Comprehension: Theme, Author's Point of View
- Cite text evidence
- Identify characteristics of different genres: folktales, informational text
- Informational Text: Author's Purpose
- Informational Text: Text Structure
 - Sequence
 - Cause and Effect
 - Compare and Contrast
 - Problem and Solution

Reading Foundational Skills

- Phonics/Word Study
 - Multisyllabic Word Strategy-Decoding Strategy Chart
 - 6 Syllable Types
- Reading Every Day
 - Fluency-Establish Yearly Goals: Rate, Accuracy, Expression
 - Independent Reading-Daily Sustained Silent Reading

Writing

- Writing to Sources-Write About the Text
 - Analyze the Prompt

- Analyze Text Evidence
- Analyze the Model
- Opinion Statement
- Reasons and Evidence
- Word Choice
- Share the Prompt
- Set up Writer's Notebooks
- Research and Inquiry
 - Problem and Solution Poster

Speaking and Listening

- Build Background-Introduce and discuss the Essential Question.
- Generate words and phrases related to the weekly concept using a graphic organizer.
- View and discuss the Collaborative Conversations: Small Group Video.
- Review the Speaking and Listening Checklist.

Language

- Introduce and practice Vocabulary Routine: Define/Example/Ask
- Review Vocabulary Strategies
 - Context Clues
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology

Assessments

Placement and Diagnostic Assessments may include...

- Oral Reading Fluency Assessment
- Placement and Diagnostic Comprehension Assessment (Leveled Passages)
- Phonics Assessments
- Vocabulary Assessments (Verbal Language Scales)
- Spelling Assessments (Inventory of Developmental Spelling)
- Writing Assessments (Writing Prompts)

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| Time Frame | 6 weeks |
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Topic**Unit 1 Big Idea: Eureka! I've Got It!****Essential Questions****Where can an idea begin?****Week 1 Weekly Concept: Meeting a Need**

- How do we get the things we need?

Week 2 Weekly Concept: Trial and Error

- What can lead us to rethink an idea?

Week 3 Weekly Concept: Seeing for Yourself

- How can experiencing nature change the way you think about it?

Week 4 Weekly Concept: Inventions

- How does technology lead to creative ideas?

Week 5 Weekly Concept: New Technology

- What are the positive and negative effects of new technology?

Week 6 Review/Assess/Extend

- Where can an idea begin?

Enduring Understandings

- In order to meet their needs, people have savings. They set aside money and supplies for times when resources are scarce, or hard to find.
- People have many options, or choices to make, when rethinking an idea or trying to accomplish a goal.
- A naturalist, or someone who studies nature, often discovers surprising formations and unusual animal and plant life. The naturalist can learn from these encounters, or unplanned and often unexpected meetings, with nature.
- Innovations in science and technology can lead to creative ideas and processes in different fields, including the arts.
- To understand the effects of new technology, we must do an analysis, or careful study, of it.

Alignment to NJSLs**English Language Arts*****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.5.3. 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.5.6. 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.5.3. 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.5.8. 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.

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- 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.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- 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]”).
- 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.

Speaking and 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.
 - 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.
- 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.

Language:

- 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.
 - 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?).
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing 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 keywords and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 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*).

Social Studies

- SOC.5-8.1.3.3 - Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

Science

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

Technology

- ❑ TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- ❑ TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.
- ❑ TECH.8.2.5.A.4 - [*Cumulative Progress Indicator*] - Compare and contrast how technologies have changed over time due to human needs and economic, political and/ or cultural influences.

21st Century Life and Career Skills

- ❑ CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.

Key Concepts and Skills**Reading Literature/Informational Text**

Students will

- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the narrator's point of view.
- explain how the point of view impacts the events in the text.
- discuss the similarities and differences unique to the various perspectives presented in text.
- give descriptions about how the information is presented for each perspective.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- find the similarities and differences in the structure of two or more texts.
- determine the impact of the structure on text meaning.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- identify the points or claims an author makes in a text.
- identify reasons and evidence for those points or claims made.
- prove each point with evidence from the text.
- explain how an author uses proof to support a point in the text.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g., practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- combine information from several texts about the same subject in a written or oral response

that demonstrates knowledge of the subject.

- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Foundation Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose.
- logically order reasons that are supported by facts and details.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.

- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engages as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- identify the key points and supporting details details of a text presented orally.
- summarize a written text read aloud or information presented in multiple formats.
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud or information presented in multiple formats.

Language

Students will

- define and identify items in a series.
- separate items in a series using appropriate punctuation.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.

- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- identify sentences in writing that need revision.
- revise writing by expanding, combining, and reducing sentences.
- outline comma rules for setting off introductory words and phrases, the words *yes* and *no*, tag questions, and direct address.
- identify introductory words and phrases.
- separate an introductory element from the rest of the sentence by using commas.
- define correlative conjunctions and explain the purpose.
- use correlative conjunctions appropriately when writing or speaking.
- apply comma rules to set off the words *yes* and *no* in sentences.
- apply comma rules to set off a tag question from the rest of the sentence.
- apply comma rules to indicate direct address.
- indicate a title by using the proper punctuation for the text.

Learning Activities

Reading Literature/Informational Text

- Comprehension Strategies: Reread, Ask and Answer Questions
- Cite relevant evidence from text
- Comprehension Skills: Characters, Setting, Plot: Sequence, Problem and Solution, Text Structure: Cause and Effect, Text Structure: Sequence, Author's Point of View
- Identify characteristics of different genres: Realistic Fiction, Narrative Nonfiction, Biography, Persuasive Article
- Use text features to aid in comprehension: illustrations and photographs; headings and graphs
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Media
 - Text to Photography
 - Text to Fine Art

Reading Foundational Skills

- Phonics/Word Study: short vowels, long vowels, words with /u /, /u /, and /ü/, r -controlled vowels /är/, /âr/, /ôr/, and r -controlled vowel /ûr/
- Fluency: expression, accuracy, intonation, and phrasing

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: descriptive details, voice (style and tone)
 - Write informative text: strong words, sequence
 - Write an opinion: sentence fluency
- Conduct short research on a topic.
- Writing Process: Focus on Narrative Writing
- Research and Inquiry Projects
 - Money and Loans-Venn Diagram
 - Great Inventions-Timeline
 - National Parks-Promotional Map
 - History of a Groundbreaking Invention-Shared Research Board
 - Invention and Technology-Persuasive Speech

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose

- Connect to Concept
- Preview Genres: Realistic Fiction, Narrative Nonfiction, Biography, Persuasive Article
- Preview Comprehension Strategies: Reread, Ask and Answer Questions
- Respond to Reading

Language

- Grammar Skills
 - Sentences
 - Subjects and Predicates
 - Compound Sentences and Conjunctions
 - Complex Sentences
 - Run-on Sentences and Fragments
- Grammar Mechanics
 - Punctuate sentences
 - Commas
 - Punctuation in Compound Sentences
 - Using Commas
 - Correcting run-on sentences
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues, Idioms, Homographs, Greek Roots, Greek and Latin Prefixes
- Spelling: short vowels, long vowels, words with /u /, /u /, and /ü/, r -controlled vowels /är/, /âr/, /ôr/, and r -controlled vowel /ûr/.

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame

6 weeks

Topic**Unit 2 Big Idea: Taking the Next Step****Essential Questions****What does it take to put a plan into action?****Week 1 Weekly Concept: Reaching a Compromise**

- What do good problem solvers do?

Week 2 Weekly Concept: Seeking the Answer

- What can you do to get the information you need?

Week 3 Weekly Concept: Investigations

- How do we investigate questions about nature?

Week 4 Weekly Concept: A Plan of Action

- When has a plan helped you accomplish a task?

Week 5 Weekly Concept: Making it Happen

- What motivates you to accomplish a goal?

Week 6 Review/Assess/Extend

- What does it take to put a plan into action?

Enduring Understandings

- Good problem solvers may debate, or discuss, a problem to find a solution.
- You can interview an expert to reveal, or uncover, information.
- When we investigate a question about nature, we might have a theory, or an opinion based on some evidence but not proven.
- Plans provide the guidance, or direction, needed to complete tasks and accomplish goals.
- Ambitious people are motivated by a strong wish to be successful or accomplish a goal. There is satisfaction that comes from working hard to achieve a goal.

Alignment to NJSLs

English Language Arts

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.5.7. 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.5.3. 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.5.9 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.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- 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.
- 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.
- 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.5.7. 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]”).
- 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.

Speaking and 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.
 - 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.

Language:

- ❑ L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - ❑ A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- ❑ L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - ❑ D. Use underlining, quotation marks, or italics to indicate titles of works.
 - ❑ E. Spell grade-appropriate words correctly, consulting references as needed.
- ❑ L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing 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 keywords 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.
 - ❑ 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*).

Social Studies

- ❑ SOC.6.1.8.B.2.a - Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- ❑ SOC.6.1.8.A.3.d - [Cumulative Progress Indicator] - Compare and contrast the Articles of Confederation and the United States constitution in terms of the decision-making powers of national government.
- ❑ SOC.6.1.8.A.3.c - [Cumulative Progress Indicator] - Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

Science

- ❑ 5-ESS3-1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
- ❑ 5-PS1-3 - [Performance Expectation] - Make observations and measurements to identify materials based on their properties.

Technology

- ❑ TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- ❑ TECH.8.1.5.F.CS2 - [Content Statement] - Plan and manage activities to develop a solution or complete a project.
- ❑ TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.

21st Century Life and Career Skills

- ❑ CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a

career.

Key Concepts and Skills

Reading Literature Text

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts or events.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundation Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing**Students will**

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use a variety of transitional words and phrases to manage the sequence of events.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.

- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why.

Learning Activities

Reading Literature/Informational Text

- Comprehension Strategies: Make Predictions, Reread
- Cite relevant evidence from text
- Comprehension Skills: Text Structure: Problem and Solution, Character, Setting, Plot: Compare and Contrast, Text Structure: Sequence, Theme

- Identify characteristics of different genres: Expository Text, Fairy Tales, Biography, Folktales
- Use text features to aid in comprehension: headings; timeline; illustrations and photographs;
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Photography
 - Text to Poetry
 - Text to Media

Reading Foundational Skills

- Phonics/Word Study: variant vowel /o/; diphthongs /oi/, /ou/, plurals, inflectional endings, contractions, closed syllables.
- Fluency: rate, expression, accuracy, phrasing

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: strong openings, sequence, precise language
 - Write informative text: main ideas, supporting details
- Conduct short research on a topic.
- Research and Inquiry Project: Informative
 - Investigate Solar Energy

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Expository Text, Fairy Tales, Biography, Folktales, Realistic Fiction
 - Preview Comprehension Strategies: Reread, Make Predictions
 - Respond to Reading

Language

- Grammar Skills
 - Kinds of Nouns
 - Singular and Plural Nouns
 - Regular and Irregular Plurals
 - Possessive Nouns
 - Prepositional Phrases
- Grammar Mechanics
 - Capitalizing Proper Nouns
 - Forming Plural Nouns
 - Plural Forms and Appositives
 - Adding -s or 's
 - Punctuating titles and letters
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues, Similes and Metaphors, Greek and Latin Suffixes, Personification, Homographs
- Spelling: variant vowel /o/; diphthongs /oi/, /ou/, plurals, inflectional endings, contractions, closed syllables.

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records

- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame

6 weeks

Topic

Unit 3 Big Idea: Getting from Here to There

Essential Questions

What kinds of experiences can lead to new discoveries?

Week 1 Weekly Concept: Cultural Exchange

- What can learning about different cultures teach us?

Week 2 Weekly Concept: Being Resourceful

- How can learning about nature be useful?

Week 3 Weekly Concept: Patterns

- Where can you find patterns in nature?

Week 4 Weekly Concept: Teamwork

- What benefits come from people working as a group?

Week 5 Weekly Concept: Into the Past

- How do we explain what happened in the past?

Week 6 Review/Assess/Extend

- What kinds of experiences can lead to new discoveries?

Enduring Understandings

- Cultural appreciation means understanding the quality or worth of the beliefs, traditions, customs, and arts of different groups of people.
- Learning about nature can help us to be more resourceful, or skilled, in using what we have.
- An example of a pattern in nature would be a unique formation, a form or shape made over time. Repeating lines, shapes, and colors form patterns in nature. Features in landscape and living things can have patterns. Patterns in nature help us see that things on Earth are connected.
- When people work together in a group, they collaborate. People often collaborate to accomplish things in their community.
- People study and reconstruct, or piece together, the past to try to explain it.

Alignment to NJSLs

English Language Arts

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.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. 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.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- 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.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- 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.
 - 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.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- 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.5.7. 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]”).
- 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.

Speaking and 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.
 - 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.

Language:

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 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.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - D. Use underlining, quotation marks, or italics to indicate titles of works.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing 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 keywords 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.

- ❑ 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*).

Social Studies

- ❑ SOC.6.2.8.B.2.a - [Cumulative Progress Indicator] - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
- ❑ SOC.6.2.8.B.3.a - [Cumulative Progress Indicator] - Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

Science

- ❑ 5-ESS2-2 - [Performance Expectation] - Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
- ❑ 5-LS2-1 - [Performance Expectation] - Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- ❑ 5-ESS2-1 - [Performance Expectation] - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Technology

- ❑ TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- ❑ TECH.8.1.5.F.CS2 - [Content Statement] - Plan and manage activities to develop a solution or complete a project.
- ❑ TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.

21st Century Life and Career Skills

- ❑ CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Key Concepts and Skills

Reading Literature Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine the central message or theme.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).

- identify the similarities and differences in the structure (e.g. the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g. figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- summarize the key points of a text.
- identify details to support the main idea.
- identify at least two main ideas in informational texts.
- explain how the author supports main ideas in informational text with key details.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- discuss the similarities and differences unique to the various perspectives.
- give descriptions about how the information is presented for each perspective.
- identify the points or claims an author makes in a text.
- identify reasons and evidence for those points or claims made.
- prove each point with evidence from the text.
- explain how an author uses proof to support a point in the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.

Reading Foundation Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- produce numerous pieces of writing over various time frames.
- develop skills in research.

- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.:cause/effect chronological order, etc).
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- provide a conclusion or section related to the opinion presented .
- organize ideas using various strategies.
- purposefully select information to develop the topic.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- logically order reasons that are supported by facts and details.
- organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two more characters, setting or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Speaking and Listening

Students will

- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of

participant, leader, and observer.

- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud or information presented in multiple formats.

Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- identify the tense of verbs describe time, sequences, states, and conditions in reading.
- identify and correct inappropriate shifts in verb tense in writing.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify the tense of verbs.
- identify the perfect verb tenses in writing.
- conjugate verbs using the perfect verb tenses.

Learning Activities

Reading Literature/Informational Text

- Comprehension Strategies: Summarize, Ask and Answer Questions
- Cite relevant evidence from text
- Comprehension Skills: Theme, Main Idea and Details, Author's Point of View
- Identify characteristics of different genres: Realistic Fiction, Fantasy, Expository Text, Persuasive Article
- Use text features to aid in comprehension: diagrams; photographs and captions
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Music
 - Text to Poetry
 - Text to Fine Art
 - Text to Photography

Reading Foundational Skills

- Phonics/Word Study: open syllables, open syllables (v/v), vowel team syllables, consonant + le syllables, r-controlled vowel syllables.
- Fluency: rate, intonation, expression, accuracy, phrasing

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: formal and informal voice
 - Write an opinion: word choice (connotation and denotation), strong conclusions
 - Write informative text: relevant evidence, transitions
- Conduct short research on a topic.
- Research and Inquiry Project: Opinion

- Water Conservation

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Realistic Fiction, Fantasy, Expository Text, Persuasive Article
 - Preview Comprehension Strategies: Reread, Make Predictions
 - Respond to Reading

Language

- Grammar Skills
 - Action Verbs
 - Verb Tenses
 - Main Verbs and Helping Verbs
 - Linking Verbs
 - Irregular Verbs
- Grammar Mechanics
 - Subject-verb agreement
 - Avoid shifting tenses
 - Special helping verbs; contractions; troublesome words
 - Punctuating titles and product names
 - Correct verb usage
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Use Context Clues: Cause and Effect, Comparison, Sentence Clues, Greek and Latin Roots
- Spelling-open syllables, open syllables (v/v), vowel team syllables, consonant + le syllables, r-controlled vowel syllables.

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

| | |
|------------|---------|
| Time Frame | 6 weeks |
|------------|---------|

Topic

Unit 4 Big Idea: It's Up to You

Essential Questions

How do we decide what's important?

Week 1 Weekly Concept: Sharing Stories

- What kind of stories do we tell? Why do we tell them?

Week 2 Weekly Concept: Discoveries

- What can you discover when you give things a second look?

Week 3 Weekly Concept: Take Action

- What can people do to bring about a positive change?

Week 4 Weekly Concept: Consider Our Resources

- Why are natural resources valuable?

Week 5 Weekly Concept: Express Yourself

- How do you express that something is important to you?

Week 6 Review/Assess/Extend

- How do we decide what's important?

Enduring Understandings

- People tell many kinds of stories, from tall tales full of overstatement, or exaggeration, to heroic adventures of courageous men and women. The stories we tell often reflect our culture and values. They demonstrate who we are and what we think is important.
- You may interpret things differently when you give them a second look.
- People work for change to improve their lives.
- Natural resources are a necessity and why we must conserve, or save, them.
- When we express ourselves, we show what is meaningful, or important, to us.

Alignment to NJSLs**English Language Arts*****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.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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.

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- 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.
- 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.
- 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.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.5.7. 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]”).
- 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.

Speaking and 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.
 - 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.
- 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.

Language:

- 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.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing 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 keywords 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*).

Social Studies

- SOC.6.1.8.A.3.b - [*Cumulative Progress Indicator*] - Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

Science

- SCI.5-6.5.2.6.B.1- Compare the properties of reactions with the properties of the products

- when two or more substances are combined and react chemically
- ❑ SCI.5-6.5.2.6.B.a- When a new substance is made by combining two or more substances, it has properties that are different from the original substances
 - ❑ SCI.5-6.5.3.6.B - [*Strand*] - Food is required for energy and building cellular materials. Organisms in an ECOSYSTEM have different ways of obtaining food, and some organisms obtain their food directly from other organisms.
 - ❑ SCI.5-6.5.3.6.C.b - [*Content Statement*] - The number of organisms and populations an ecosystem can support depends on the biotic RESOURCES available and on abiotic factors, such as quantities of light and water, range of temperatures, and soil composition
 - ❑ SCI.5-6.5.3.6.C.c - [*Content Statement*] - All organisms cause changes in the ecosystem in which they live. If this change reduces another organism's access to RESOURCES, that organism may move to another location or die

Technology

- ❑ TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- ❑ TECH.8.1.5.F.CS2 - [Content Statement] - Plan and manage activities to develop a solution or complete a project.
- ❑ TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.

21st Century Life and Career Skills

- ❑ CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Key Concepts and Skills**Reading Literature Text**

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts or events.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundation Skills**Students will**

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing**Students will**

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use a variety of transitional words and phrases to manage the sequence of events.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).

- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.

- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why.

Learning Activities

Reading Literature/Informational Text

- Comprehension Strategies: Visualize; Summarize
- Cite relevant evidence from text
- Comprehension Skills: Point of View; Author's Point of View
- Identify characteristics of different genres: Tall Tale, Drama, Biography, Expository Text
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Media
 - Text to Poetry
 - Text to Modern Art
 - Text to Fine Art

Reading Foundational Skills

- Phonics/Word Study: words with final /el/ and /en/, prefixes, homographs, words with /cher/ and /zher/, suffixes -ance and -ence.
- Fluency: expression, rate, accuracy, and phrasing

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: voice (style and tone); develop characters
 - Write informative text: logical order
 - Write opinions: transitions; sensory language
- Conduct short research on a topic.
- Research and Inquiry Project: Narrative
 - Write About Lewis and Clark

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Tall Tale, Mystery Play, Biography, Expository Text
 - Preview Comprehension Strategies: Visualize; Summarize
 - Respond to Reading

Language

- Grammar Skills
 - Pronouns and Antecedents
 - Kinds of Pronouns

- Pronoun-Verb Agreement
- Possessive Pronouns
- Pronouns and Homophones
- Grammar Mechanics
 - Pronoun-antecedent agreement in number and gender
 - Use quotation marks in dialogue.
 - Use abbreviations
 - Apostrophes, possessives, and reflexive pronouns
 - Punctuating Poetry
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Synonyms and Antonyms, Adages and Proverbs, Prefixes and Suffixes, Context Clues: Definitions and Restatements, Similes and Metaphors
- Spelling: words with final /el/ and /en/, prefixes, homographs, words with /cher/ and /zher/, suffixes -ance and -ence.

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame

6 weeks

Topic

Unit 5 Big Idea: New Perspectives

Essential Questions

In what ways can things change?

Week 1 Weekly Concept: New Perspectives

- What experiences can change the way you see yourself and the world around you?

Week 2 Weekly Concept: Better Together

- How do shared experiences help people adapt to change?

Week 3 Weekly Concept: Our Changing Earth

- What changes in the environment affect living things?

Week 4 Weekly Concept: Now We Know

- How can scientific knowledge change over time?

Week 5 Weekly Concept: Scientific Viewpoints

- How do natural events and human activities affect the environment?

Week 6 Review/Assess/Extend

- In what ways can things change?

Enduring Understandings

- A new perspective can help a person make a **transition**, or change, in life.
- During difficult times, people often need to be supportive of each other, providing help or encouragement.
- Changes in the environment can be sudden, or they can be gradual, happening bit by bit over

time.

- As we evaluate, or judge, new ideas and information, our knowledge grows.
- Natural events and human actions can affect plants and animals in positive and negative ways.

Alignment to NJSLs

English Language Arts

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.5.6. 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.5.6. 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.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication

patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

Writing:

- 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.
- 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.
- 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.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.5.7. 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]").
- 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.

Speaking and 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.

- 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.
 - 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.

Language:

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation to separate items in a series.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing 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 keywords 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*).

Social Studies

- SOC.6.1.8.CS2 - [*Content Statement*] - The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
- SOC.6.1.8.B.2.a - [*Cumulative Progress Indicator*] - Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
- SOC.6.2.8.B.3.a - [*Cumulative Progress Indicator*] - Determine how geography and the

availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.

Science

- ❑ SCI.5-6.5.3.6.C.c - [*Content Statement*] - All organisms cause change in the ecosystem in which they live. If this change reduces another organism's access to resources, that organism may move to another location or die.
- ❑ SCI.5-6.5.3.6.D - [*Strand*] - Organisms reproduce, develop, and have predictable life cycles. Organisms contain genetic information that influences their traits, and they pass this onto their offspring during reproduction.
- ❑ SCI.5-6.5.3.6.C.3 - [*Cumulative Progress Indicator*] - Describe how one population of organisms may affect other plants and/or animals in an ecosystem.

Technology

- ❑ TECH.8.1.5.A.1 - [*Cumulative Progress Indicator*] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- ❑ TECH.8.1.5.F.CS2 - [*Content Statement*] - Plan and manage activities to develop a solution or complete a project.
- ❑ TECH.8.1.5.A.3 - [*Cumulative Progress Indicator*] - Use a graphic organizer to organize information about problem or issue.

21st Century Life and Career Skills

- ❑ CAEP.9.2.8.B.3 - [*Standard*] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Key Concepts and Skills**Reading Literature Text**

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- identify the narrator's point of view.
- explain how the point of view impacts the events in the text.
- examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts.
- refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts or events.
- synthesize information from multiple sources.
- use media efficiently to answer questions and to solve problems.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.

- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- find similarities and differences in themes and topics when reading stories of the same genre
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundation Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- organize ideas using various strategies.
- introduce a topic clearly.
- compose a clear thesis statement.
- provide a general observation and focus.
- group related information logically.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- use transitional words, phrases, and clauses.
- select specific language and vocabulary to convey ideas and information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.

- use a variety of transitional words and phrases to manage the sequence of events.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.

Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.

- explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- indicate a title by using the proper punctuation for the text.
- explain the different types of punctuation used to indicate title and why

Learning Activities

Reading Literature/Informational Text

- Comprehension Strategies: Make, Confirm, and Revise Predictions; Ask and Answer Questions
- Cite relevant evidence from text
- Comprehension Skills: Character, Setting, Plot: Compare and Contrast Settings and Characters, Text Structure: Cause and Effect; Author's Point of View
- Identify characteristics of different genres: Realistic Fiction, Historical Fiction, Expository Text
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Fine Art
 - Text to Poetry
 - Text to Media

Reading Foundational Skills

- Phonics/Word Study: suffixes, homophones, prefixes, suffixes -less and -ness, suffix -ion
- Fluency: rate, expression, accuracy, phrasing

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: transitions
 - Write informative text: develop a topic, strong paragraphs
 - Write opinions: strong openings, strong conclusions
- Conduct short research on a topic.
- Research and Inquiry Projects
 - Interview: Impact of Personal Experiences
 - Photographs During the Great Depression
 - Nature Reserves or Wildlife Sanctuaries
 - Medicine Throughout History
 - Invasive Species

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension

- Interactive Read Aloud: Listen for a purpose
- Connect to Concept
- Preview Genres: Realistic Fiction, Historical Fiction, Expository Text, Persuasive Article
- Preview Comprehension Strategies: Ask and Answer Questions, Make, Confirm, and Revise Predictions
- Respond to Reading

Language

- Grammar Skills
 - Independent and Dependent Clauses
 - Complex Sentences
 - Adjectives
 - Adjectives That Compare
 - Comparing with Good and Bad
- Grammar Mechanics
 - Appositives (commas)
 - Use commas with essential and nonessential clauses.
 - Capitalization and punctuation
 - Using more and most
 - Irregular comparative forms
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Context Clues: Comparison; Paragraph Clues, Idioms, Greek Roots, Root Words
- Spelling: suffixes, homophones, prefixes, suffixes -less and -ness, suffix -ion

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame

6 weeks

Topic**Unit 6 Big Idea: Linked In****Essential Questions****How are we all connected?****Week 1 Weekly Concept: New Perspectives**

- How do different groups contribute to a cause?

Week 2 Weekly Concept: Getting Along

- What actions can we take to get along with others?

Week 3 Weekly Concept: Adaptations

- How are living things adapted to their environment?

Week 4 Weekly Concept: Making a Difference

- What impact do our actions have on our world?

Week 5 Weekly Concept: Out in the World

- What can our connections to the world teach us?

Week 6 Review/Assess/Extend

- How are we all connected?

Enduring Understandings

- It takes a diversity, or variety, of talents, skills, and people to contribute to a cause.
- When we don't get along with others, a conflict, or a disagreement, can occur.
- An adaptation, is a change in a plant or animal that allows it to survive.
- A person's actions influence, or affect, the world and some human actions have a negative impact.
- An exchange is the act of giving one thing to another. The ability to have an exchange with others strengthens our relationships.

Alignment to NJSLs**English Language Arts****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.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. 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.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- 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.
 - 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.
 - 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*).
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 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]”).
- 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.

Speaking and 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.
 - 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.
- 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.

Language:

- 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.
 - 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.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing 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 keywords 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*).

Social Studies

- SOC.6.1.8.D.3.d - [*Cumulative Progress Indicator*] - Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- SOC.6.1.8.B.2.b - [*Cumulative Progress Indicator*] - Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.

Science

- SCI.5-6.5.3.6.E.a - [*Content Statement*] - Changes in environmental conditions can affect the survival of individual organisms and entire species.
- SCI.5-6.5.3.6.C.c - [*Content Statement*] - All organisms cause changes in the ecosystem in which they live. If this change reduces another organism's access to resources, that organism may move to another location or die.
- SCI.5-6.5.3.6.C.3 - [*Cumulative Progress Indicator*] - Describe how one population of ORGANISMS may affect other plants and/or animals in an ecosystem.

- ❑ SCI.5-6.5.4.6.C.a - [*Content Statement*] - Soil attributes/properties affect the soil's ability to support animal life and grow plants.

Technology

- ❑ TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems
- ❑ TECH.8.1.5.F.CS2 - [Content Statement] - Plan and manage activities to develop a solution or complete a project.
- ❑ TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.

21st Century Life and Career Skills

- ❑ CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.

Key Concepts and Skills**Reading Literature Text**

Students will

- identify the key details in a text.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- identify the theme of the text.
- determine central message or theme.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- identify the narrator's point of view.
- explain how the point of view impacts the events in the text.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- find similarities and differences in themes and topics when reading stories of the same genre.
- connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge).
- identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures).
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

Reading Informational Text

Students will

- identify the relationships or interactions between people, places and ideas in text.
- explain the relationship to analyze the text.
- read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- analyze similes and metaphors in text and how it impacts the reader.
- find the similarities and differences in the structure of two more texts.
- determine the impact of the structure on text meaning.
- read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.

Reading Foundation Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- accurately read grade-level poetry and prose aloud,
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish facts from opinions
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc).
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus writing.
- provide a conclusion or section related to the opinion presented.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on the choices made while writing.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- locate information from print and digital sources.
- integrate information from personal experiences.
- include a list of sources used.
- take notes on information gathered from the sources to support the topic.
- synthesize information to avoid plagiarism.
- organize information into categories.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the

topic.

- gather information from multiple sources to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- summarize a written text read aloud of information presented in multiple formats.
- identify main ideas and themes of a presentation.
- combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes.

Language

Students will

- use 5th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing contrast, addition, or other relationships.
- choose the most accurate word when discussing a particular topic.
- use knowledge of conjunctions to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- define and identify items in a series.
- separate items in a series using appropriate punctuation.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- identify similes and metaphors in text.
- infer the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.
- identify and explain the difference in meanings in related words, like homographs.
- define conjunctions, prepositions, and interjections.
- identify conjunctions, prepositions, and interjections in sentences.
- explain the purpose of conjunctions, prepositions, and interjections in sentences.
- define correlative conjunctions and explain the purpose.
- use correlative conjunctions appropriately when writing or speaking.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.

- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- explain the different types of punctuation used to indicate title and why

Learning Activities

Reading Literature/Informational Text

- Comprehension Strategies: Summarize; Ask and Answer Questions; Visualize
- Cite relevant evidence from text
- Comprehension Skills: Theme, Text Structure: Cause and Effect; Problem and Solution; Point of View
- Identify characteristics of different genres: Historical Fiction, Realistic Fiction, Expository Text, Biography
- Close Reading Routine: Read, Reread, Integrate
- Make Text Connections: Close Reading Companion
 - Text to Fine Art
 - Text to Media
 - Text to Poetry
 - Text to Photography
 - Text to Art

Reading Foundational Skills

- Phonics/Word Study: words with Greek and Latin roots, words from mythology, number prefixes uni-, bi-, tri-, cent-, suffixes -ible and -able.
- Fluency: expression, phrasing, intonation, rate, and accuracy

Writing

- Write to Sources
 - Draw evidence from literature
 - Write a narrative text: strong words
 - Write informative text: vary sentence fluency
 - Write opinions: time order words, focus on a topic
- Conduct short research on a topic.
- Research and Inquiry Projects
 - Impact of Natural Disasters
 - Social Media
 - Animals of Madagascar
 - Impact of Littering
 - Interview: Important Life Events

Speaking and Listening

- Build Background Knowledge
 - Introduce and discuss the Essential Question.
 - Generate words and phrases related to the weekly concept.
- Listening Comprehension
 - Interactive Read Aloud: Listen for a purpose
 - Connect to Concept
 - Preview Genres: Historical Fiction, Realistic Fiction, Expository Text, Biography, Lyric Poem
 - Preview Comprehension Strategies:
 - Respond to Reading

Language

- Grammar Skills
 - Adverbs
 - Adverbs That Compare
 - Negatives
 - Sentence Combining
 - Prepositional Phrases as Adjectives and Adverbs

- Grammar Mechanics
 - Capitalization and abbreviations in letters and formal emails
 - Using good and well, more and most, -er and -est
 - Correct double negatives
 - Commas and colons
 - Using pronouns in prepositional phrases (objective pronouns)
- Vocabulary-Acquire and use academic vocabulary (Define/Example/Ask Routine)
 - Strategies: Homophones, Connotation and Denotation, Context Clues: Paragraph Clues, Synonyms and Antonyms, Personification
- Spelling: words with Greek and Latin roots, words from mythology, number prefixes uni-, bi-, tri-, cent-, suffixes -ible and -able.

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics