

**Califon Public School
Curriculum**

Subject: ELA	Grade: 5th	Unit #: 1	Pacing: 16 weeks
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Unit Title: Launch, Realistic Fiction, Grammar, Personal Narratives, and Memoirs**OVERVIEW OF UNIT:**

During the launch unit, students will become familiar with the reading and writing routines for the fifth grade. In reading, the students will read realistic fiction. They will focus on the monitoring comprehension strategy and learn to use literary signposts to understand a text. Students will learn how to conduct student-driven book clubs/literature circles and then conduct one of their own. In writing, students will utilize the writing process to write personal narratives. Students will learn to self-assess their own writing on a rubric, using that information to help with the revision process.

Big Ideas

- Students will demonstrate the ability to read and respond to text.
- Students will demonstrate an understanding of the elements of nonfiction.
- Students will identify the main idea of a nonfiction text.

Essential Questions

- Students will demonstrate the ability to read and respond to text.
- Students will demonstrate an understanding of the elements of nonfiction.
- Students will identify the main idea of a nonfiction text.

Objectives

- Students will be able to show that they understood what they read.
- Students will be able to support their ideas with information from the text.
- Students will be able to identify how writers engage their readers.
- Students will be able to analyze the qualities of good writing.
- Students will assess their own writing.

Assessment**Formative Assessment:**

- Quizzes
- Class Discussion
- Notes
- Book Club Jobs (homework/class work)
- Completed graphic organizers
- Observations
- Classwork

- RACE responses

Summative Assessment:

- Projects
- Teacher-made book assessments
- Published Writing

Benchmark:

- LinkIt! Benchmark Assessment
- DRA

Alternative:

- Extended Projects
- Modified Test Independently Developed by Teacher
- Performance Task

Key Vocabulary

- Comprehension
- Book Club
- Sign Posts
- Narrative
- Text Support
- Survival

Resources & Materials

- *Disrupting Thinking Why How We Read Matters* by Kyleen Beers and Robert Probst
- *Notice and Note* by Kyleen Beers and Robert Probst
- Various articles relating to Social Studies & Science content
- Literature Circle Jobs`
- Sign Post Book Marks (teacher-made)
- RACE Graphic Organizer (teacher-made)
- *Hatchet* by Gary Pulsen (class novel)
- *Hatchet* Study Guide: <http://www.glencoe.com/sec/literature/litlibrary/pdf/hatchet.pdf>
- *Holes* by Louis Schar (book club/guided reading book)
- *Holes* Study Guide: <http://www.scholastic.com/teachers/sites/default/files/asset/file/holes-bookfiles.pdf>
- *The Cay* by Theodore Taylor (book club/guided reading book)
- *The Cay* Study Guide: https://www.scholastic.com/teachers/article/collateral_resources/pdf/66/9780545158466.pdf
- Sample Personal Narratives (past students)
- *Thundercake* by Patricia Pollaco (Personal Narrative mentor text)
- *Owl Moon* by Jane Yolen (Personal Narrative mentor text)
- *Raising the Quality of Narrative Writing – Grades 3-5* by Lucy Calkins

- Graphic Organizer for Essays (teacher-made)

Above-Level Novels:

- *The Cay* by Theodore Taylor

On-Level Novels:

- *Hatchet* by Gary Paulsen

Below-Level Novels:

- *Holes* by Louis Sachar

Technology Infusion**Teacher Technology:**

- Chromebook
- Promethean Board
- Google Classroom
- NewsELA

Student Technology:

- Chromebook
- NewsELA
- Seesaw

Activities:

- Students will use Chromebooks to access Google Classroom and Google Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing assignments for classwork.
- Students will use graphic organizers to plan for writing and organize thoughts for RACE responses.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration**Activities:**

- Students will identify the importance of clean drinking water and the effects of drinking contaminated or having water like the main characters in the novels from this unit.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>

- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
5-ESS2-2	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.

21st Century Life Skills Standards

Activities:

- Use Chromebooks for writing journals and published writing.
- Promethean Board activities for grammar and weekly word study work.

Standard	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Careers

Activities:

- Students will use Chromebooks and Google Classroom to produce and share writing.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
RL.CR.5.1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.5.1.	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RL.TS.5.4.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.PP.5.5.	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RI.MF.5.6.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.AA.5.7.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RL.CT.5.8.	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
W.NW.5.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
W.WP.5.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

	A. Identify audience, purpose, and intended length of composition before writing. B. Consider audience, purpose, and intent before writing. C. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. D. Consider writing as a process, including self-evaluation, revision and editing. E. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. F. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.SE.5.6.	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
SL.PE.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.II.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.PI.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 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.VI.5.3.	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.

Differentiation	
Students with 504 plans	
● Preferential seating ● Guided notes ● Extra time ● Teacher check-ins ● Use graphic organizers ● Redirect attention ● Prioritize tasks ● Small group testing ● Provide modifications & accommodations per individual student's 504 plan	
Special Education	
● Provide modifications & accommodations as listed in the student's IEP ● Position the student near a helping peer or have quick access to the teacher ● Modify or reduce assignments/tasks ● Reduce the length of the assignment for different modes of delivery ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use online resources for skill-building ● Provide teacher notes ● Use collaborative grouping strategies, such as small groups ● NJDOE resources - http://www.state.nj.us/education/special/	
Response to Intervention (RTI)	
● Tiered interventions following the RTI framework	

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 5th	Unit #: 2	Pacing: 8 weeks
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Unit Title: Essays, Informational Reading, Persuasive Writing, and Reading for Unique Characters

OVERVIEW OF UNIT:

Students will continue with the reading and writing routines for the fifth grade. In reading, the students will read informational pieces, which relates to Science. They will focus on the Connection strategy and use Sign Posts to understand novels with unique characters. Students will conduct student-driven book clubs/literature circles, with support from the teacher in answering open-ended questions. In writing, students will utilize the writing process to write essays and persuasive pieces. Students will learn to utilize writing conferences for revision, using feedback from the teacher and peers to help with the revision process.

Big Ideas

- Students will demonstrate the ability to answer open-ended questions with support from the text.
- Students will demonstrate the ability to read and respond to text.
- Students will demonstrate an understanding of the elements of nonfiction.
- Students will compare and contrast texts on the same topic/theme.
- Students will write fictional stories with a clear problem and solution.
- Students will write persuasive letters.

Essential Questions

- How do we show we understand what we read?
- How do books/articles written about the same topic or theme differ?
- How do we support our ideas with information from the text?
- How do we make our writing interesting?
- How do we give constructive feedback?
- How do we “speak” to our reader?

Objectives

- Students will be able to show that they understood what they read.
- Students will be able to support their ideas with information from the text.
- Students will be able to compare and contrast books/articles written about the same topic or theme.
- Students will be able to identify what makes writing interesting.
- Students will be able to provide constructive feedback.
- Students will speak to their reader.

Assessment**Formative Assessment:**

- Quizzes
- Class Discussion
- Notes
- Book Club Jobs (homework/class work)
- Completed graphic organizers
- Observations
- Classwork
- RACE responses

Summative Assessment:

- Projects
- Teacher-made book assessments
- Published Writing

Benchmark:

- LinkIt! Benchmark Assessment
- DRA

Alternative:

- Extended Projects
- Modified Test Independently Developed by Teacher
- Performance Task

Key Vocabulary

- Re-state
- Evidence-Based Terms
- Compare
- Contrast
- StoryMountain
- Circular Closing
- Theme
- Connection
- Bravery
- Thesis
- Persuasion

Resources & Materials

- *Disrupting Thinking Why How We Read Matters* by Kyleen Beers and Robert Probst
- *Notice and Note* by Kyleen Beers and Robert Probst
- Various articles relating to Social Studies & Science content
- Literature Circle Jobs

- RACE Graphic Organizer (teacher-made)
- Sign Post Book Marks (teacher-made)
- *Phantom Tollbooth* by Norton Juster (class novel)
- *Freak the Mighty* by Rodman Philbrick (book club)
- *Freak the Mighty* Study Guide:
<http://www.ppmhcharterschool.org/ourpages/auto/2015/12/12/43381522/Freak%20the%20Mighty%20Study%20Guide.pdf>
- *The Graduation of Jake Moon* by Barbara Park (book club)
- *The Graduation of Jake Moon* Study Guide:
http://sjalisle.org/resource/bob/elem_B/the_graduation_of_jake_moon.pdf
- *Maniac Magee* by Jerry Spinelli (book club)
- Sample Fictional Stories and Persuasive Letters (past students)
- *Writing Fiction: Big Dreams, Tall Ambitions – Grades 3-5* by Lucy Calkins
- Graphic Organizer for Essays (teacher-made)
- Sample Personal Memoirs (past students)
- *Memoir: The Art of Telling Well* by Lucy Calkins

Above-Level Novels:

- *Freak the Mighty* by Rodman Philbrick
- *Maniac Magee* by Jerry Spinelli

On-Level Novels:

- *Phantom Tollbooth* by Norton Juster

Below-Level Novels:

- *The Graduation of Jake Moon* by Barbara Park

Technology Infusion**Teacher Technology:**

- Chromebook
- Promethean Board
- Google Classroom
- NewsELA

Student Technology:

- Chromebook
- NewsELA
- Seesaw

Activities:

- Students will use Chromebooks to access Google Classroom and Google Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing assignments for classwork.
- Students will use Chromebooks to access digital research materials.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration

Activities:

- Students will research types of animals that will flourish in the classroom river tank and write persuasive essays to add them to the environment.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

21st Century Life Skills Standards

Activities:

- Students will list the positives and negatives of pictures of themselves being posted on-line and write an essay about the potential impacts.

Standard	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Careers

Activities:

- Students will create essays with evidence and logic to communicate a point.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
RL.CR.5.1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.5.1.	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
RL.TS.5.4.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RI.TS.5.4.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RL.PP.5.5.	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RI.PP.5.5.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
RL.MF.5.6.	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).
RI.MF.5.6.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.AA.5.7.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RL.CT.5.8.	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
W.AW.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented.
W.WP.5.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Identify audience, purpose, and intended length of composition before writing. B. Consider audience, purpose, and intent before writing. C. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. D. Consider writing as a process, including self-evaluation, revision and editing. E. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. F. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6.	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
SL.PE.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.II.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.PI.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 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.VI.5.3.	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.

Differentiation
Students with 504 plans
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan
Special Education
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/
Response to Intervention (RTI)
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ • Intervention Central - http://www.interventioncentral.org/
English Language Learners (ELL)
• Provide text-to-speech • Use of a translation dictionary or software • Provide graphic organizers • NJDOE resources - http://www.state.nj.us/education/aps/cccs/ELL.htm • Adapt a Strategy – Adjusting strategies for ESL students - http://www.teachersfirst.com/content/esl/adaptstrat.cfm
Enrichment
• Process should be modified: higher order thinking skills, open-ended thinking, discovery • Utilize project-based learning for greater depth of knowledge • Utilize exploratory connections to higher-grade concepts • Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations

- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 5th	Unit #: 3	Pacing: 8 weeks
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Unit Title: Historical Fiction and Research Report

OVERVIEW OF UNIT:

During this unit, students will continue with the reading and writing routines for the fifth grade. In reading, the students will read historical fiction, which relates to Social Studies. They will focus on the Questioning strategy and use Sign Posts to understand a text. Students will conduct student-driven book clubs/literature circles, with support from the teacher. In writing, students will use historically accurate information from the Social Studies unit to create a historical fiction piece. Students will utilize the writing process to write a full research report (Social Studies connection). Students will learn to develop a thesis and organize a cohesive report, including sources and a bibliography.

Big Ideas

- Students will demonstrate the ability to answer open-ended questions with support from the text.
- Students will demonstrate the ability to read and respond to text.
- Students will demonstrate an understanding of the elements of nonfiction.
- Students will write research reports.

Essential Questions

- How do friends and family support us?
- How does asking questions help us comprehend a text?
- How do we support a thesis?
- How do we determine fact from opinion?

Objectives

- Students will be able to explain how friends and family support them.
- Students will be able to describe how asking questions aids in comprehension.
- Students will be able to support a thesis.
- Students will be able to distinguish between fact and opinion.

Assessment

Formative Assessment:

- Quizzes
- Class Discussion
- Notes
- Book Club Jobs (homework/class work)
- Completed graphic organizers

- Observations
- Classwork
- RACE responses

Summative Assessment:

- Projects
- Teacher-made book assessments
- Published Writing

Benchmark:

- LinkIt! Benchmark Assessment
- DRA

Alternative:

- Extended Projects
- Modified Test Independently Developed by Teacher
- Performance Task

Key Vocabulary
• Report • Thesis • Source • Credible • Bibliography • Civil Rights Movement • Facts • Opinions

Resources & Materials
• <i>Disrupting Thinking Why How We Read Matters</i> by Kyleen Beers and Robert Probst • <i>Notice and Note</i> by Kyleen Beers and Robert Probst • Various articles relating to Social Studies & Science content • Literature Circle Jobs • Sign Post Book Marks (teacher-made) • <i>Number the Stars</i> by Lois Lowry (class novel) • <i>Number the Stars</i> Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/number_the_stars.pdf • <i>Lily's Crossing</i> by Patricia Reilly Giff (book club/guided reading book) • <i>Lily's Crossing</i> Study Guide: http://305class.weebly.com/uploads/1/5/9/4/15944204/lilys_crossing.pdf • <i>Nory Ryan's Song</i> by Patricia Reilly Giff • <i>Crash</i> by Jerry Spinelli (book club/guided reading book) • <i>Crash</i> Study Guide: https://www.novelstudies.org/downloads/Crash_Novel_Study_Preview.pdf • <i>Blubber</i> by Judy Blume

- *Dear Mr. Henshaw* by Beverly Cleary
- Califon Research Report
- RACE Graphic Organizer (teacher-made)
- Sample Reports (past students)
- *Breathing Life Into Essays – Grades 3-5* by Lucy Calkins
- Graphic Organizer for Essays (teacher-made)

Above-Level Novels:

- *Crash* by Jerry Spinelli
- *Blubber* by Judy Blume

On-Level Novels:

- *Number the Stars* by Lois Lowry
- *Nory Ryan's Song* by Patricia Reilly Giff

Below-Level Novels:

- *Dear Mr. Henshaw* by Beverly Cleary
- *Lily's Crossing* by Patricia Reilly Giff

Technology Infusion**Teacher Technology:**

- Chromebook
- Promethean Board
- Google Classroom
- NewsELA

Student Technology:

- Chromebook
- NewsELA
- Seesaw

Activities:

- Students will use Chromebooks to access Google Classroom and Google Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing assignments for classwork.
- Students will use Chromebooks to access digital research materials.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration**Activities:**

- Students will read and discuss a fictional depiction of the accounts of WWII and the Holocaust.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

21st Century Life Skills Standards

Activities:

- Students will develop a personalized plan to write a research paper.

Standard	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Careers

Activities:

- Students will use Chromebooks and the internet to research a topic and produce a report.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
L.RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 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.VI.5.3.	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.
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L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.IW.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 aid in comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented.
W.WP.5.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Identify audience, purpose, and intended length of composition before writing.

	B. Consider audience, purpose, and intent before writing. C. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. D. Consider writing as a process, including self-evaluation, revision and editing. E. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. F. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.SE.5.6.	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
SL.PE.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.II.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.PI.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
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L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 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.
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Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework • Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/	

- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

**Califon Public School
Curriculum**



Subject: ELA	Grade: 5th	Unit #: 4	Pacing: 8 weeks
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Unit Title: Poetry, Fantasy, and Book Buddies

OVERVIEW OF UNIT:

During this unit, students will continue with the 5th-grade reading and writing routines, including a cross-grade-level book club and author study for Roald Dahl. In reading, the students will read fantasy novels. They will focus on the questioning strategy and use Sign Posts to understand a text. Students will conduct student-driven book clubs/literature circles. In writing, students will utilize the writing process to write poetry. Students will interview first graders and write a fantasy story that incorporates the first grader as the main character.

Big Ideas

- Students will demonstrate the ability to read and respond to text.
- Students will explain their thesis through the use of facts and opinions to support their idea.
- Students will write poetry for a variety of audiences.

Essential Questions

- How do the decisions that you make change you?
- How do others influence how you grow and change?
- How do we show we understand what we read?
- How do we support our ideas with information from the text?
- How do we use figurative language to engage the reader?

Objectives

- Students will be able to reflect on how the decisions they make change them.
- Students will be able to describe how others influence how they change and grow.
- Students will be able to show that they understood what they read.
- Students will be able to support their ideas with information from the text.
- Students will use figurative language to engage their reader.

Assessment

Formative Assessment:

- Quizzes
- Class Discussion
- Notes
- Book Club Jobs (homework/class work)
- Completed graphic organizers

- Observations
- Classwork
- RACE responses

Summative Assessment:

- Projects
- Teacher-made book assessments
- Personal Narratives

Benchmark:

- LinkIt! Benchmark Assessment
- DRA

Alternative:

- Extended Projects
- Modified Test Independently Developed by Teacher
- Performance Task

Key Vocabulary
• Poetry • Verse • Stanza • Line • Couplet • Anthology

Resources & Materials
• <i>Disrupting Thinking Why How We Read Matters</i> by Kyleen Beers and Robert Probst • <i>Notice and Note</i> by Kyleen Beers and Robert Probst • Various articles relating to Social Studies & Science content • Literature Circle Jobs • <i>The Watsons Go to Birmingham – 1963</i> by Christopher Paul Curtis (class novel) • <i>The Watsons Go to Birmingham – 1963</i> Study Guide: http://www.scholastic.com/teachers/sites/default/files/asset/file/watsons-bookfiles.pdf • <i>Bridge to Terabithia</i> by Katherine Paterson (book club/guided reading book) • <i>Bridge to Terabithia</i> Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/bridge_to_terebithia.pdf • <i>The Lion, The Witch and the Wardrobe</i> by C.S. Lewis • <i>Boy</i> by Roald Dahl (class novel) • Cross-grade book clubs • <i>The BFG</i> by Roald Dahl (book club) • <i>Charlie and the Chocolate Factory</i> by Roald Dahl (book club) • <i>Danny, Champion of the World</i> by Roald Dahl (book club)

- *The Enormous Alligator* by Roald Dahl (book club)
- *Esio Trot* by Roald Dahl (book club)
- *Fantastic Mr. Fox* by Roald Dahl (book club)
- *George's Marvelous Medicine* by Roald Dahl (book club)
- *The Giraffe and the Pelly and Me* by Roald Dahl (book club)
- *James and the Giant Peach* by Roald Dahl (book club)
- *The Magic Finger* by Roald Dahl (book club)
- *Matilda* by Roald Dahl (book club)
- *The Twits* by Roald Dahl (book club)
- *The Witches* by Roald Dahl (book club)
- *The Wonderful Story of Henry Sugar* by Roald Dahl (book club)
- Sign Post Book Marks (teacher-made)
- RACE Graphic Organizer (teacher-made)
- Sample Essays and Poetry Anthologies (past students)
- *Where the Sidewalk Ends* by Shel Silverstein
- Various poetry anthology examples from the Califon School Library
- Graphic Organizer for Essays (teacher-made)
- Sample Historical Fiction pieces (past students)
- Book Buddies

Above-Level Novels:

- *Boy* by Roald Dahl
- *The BFG* by Roald Dahl
- *Danny, Champion of the World* by Roald Dahl
- *The Wonderful Story of Henry Sugar* by Roald Dahl

On-Level Novels:

- *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis
- *The Lion, The Witch and the Wardrobe* by C.S. Lewis
- *Bridge to Terabithia* by Katherine Paterson
- *Charlie and the Chocolate Factory* by Roald Dahl
- *Esio Trot* by Roald Dahl
- *James and the Giant Peach* by Roald Dahl
- *Matilda* by Roald Dahl
- *The Witches* by Roald Dahl

Below-Level Novels:

- *The Enormous Alligator* by Roald Dahl
- *Fantastic Mr. Fox* by Roald Dahl
- *George's Marvelous Medicine* by Roald Dahl
- *The Giraffe and the Pelly and Me* by Roald Dahl
- *The Magic Finger* by Roald Dahl
- *The Witches* by Roald Dahl

Technology Infusion

Teacher Technology:

- Chromebook
- Promethean Board
- Google Classroom
- NewsELA

Student Technology:

- Chromebook
- NewsELA
- Seesaw

Activities:

- Students will use Chromebooks to access Google Classroom and Google Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized and more while completing assignments for classwork.
- Students will use graphic organizers to plan for writing and organize thoughts for RACE responses.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration

Activities:

- Students will read and discuss a fictional depiction of the accounts and effects of Segregation and the Civil Rights Movement.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2fIViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
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21st Century Life Skills Standards

Activities:

- Students will work in groups to collaborate, at times taking leadership roles to communicate project ideas to the whole class.

Standard	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Careers

Activities:

- Students will use poetry and fantasy writing to creatively express themselves and innovate their language.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards

Standard #	Standard Description
RL.CR.5.1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.5.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.TS.5.4.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.PP.5.5.	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RL.MF.5.6.	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.CT.5.8.	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.
W.NW.5.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
W.WP.5.4.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. A. Identify audience, purpose, and intended length of composition before writing. B. Consider audience, purpose, and intent before writing. C. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter. D. Consider writing as a process, including self-evaluation, revision and editing. E. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. F. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
SL.PE.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.AS.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.RF.5.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. C. Ensure agreement between subject and verb and between pronoun and antecedent. D. Distinguish between frequently confused words. E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?). H. Spell grade appropriate words correctly, consulting references as needed.
L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 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.VI.5.3.	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.

Differentiation

Students with 504 plans

- Preferential seating
- Guided notes
- Extra time
- Teacher check-ins
- Use graphic organizers
- Redirect attention
- Prioritize tasks
- Small group testing
- Provide modifications & accommodations per individual student's 504 plan

Special Education

- Provide modifications & accommodations as listed in the student's IEP

- Position the student near a helping peer or have quick access to the teacher
- Modify or reduce assignments/tasks
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Response to Intervention (RTI)

- Tiered interventions following the RTI framework
- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
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English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
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Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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**Califon Public School
Curriculum**



Subject: ELA	Grade: 5th	Unit #: 5	Pacing: On-going
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Unit Title: Word Study

OVERVIEW OF UNIT:

During this unit, students will learn the meaning of the key elements of words – roots/base words, prefixes, and suffixes. Students will understand the core parts, or morphemes, of the words and with explicit instruction for the most frequently-used Latin and Greek roots, prefixes, and suffixes, students will acquire the skills to tackle dozens of new words. Teaching prefixes and suffixes along with roots will help students attack the meaning of unknown vocabulary as well as interpret unfamiliar texts.

Big Ideas

- Students will identify and define the meanings of assorted prefixes and suffixes.
- Students will use the study of morphology to empower them to be able to infer the meaning of new words from their morphemes. Therefore, linking morphology to word meaning and improved reading comprehension.

Essential Questions

- What is morphology?
- How do affixes affect the meaning of the base words?
- How will knowing the meanings of affixes strengthen word attack skills and enhance vocabulary?

Objectives

- Students will be able to understand the meaning of the weekly prefix/suffix
- Students will be able to build and break apart words with the weekly affix
- Students will be able to apply knowledge of weekly affix words in context
- Students will be able to practice grade-level writing skills

Assessment

Formative Assessment:

- Check-ups 1, 2, 3, 4 & 5
- Graphic organizers

Summative Assessment:

- Pre-/Post- Check-up
- Weekly Assessments

Benchmark:

- DRA2
- LinkIt! Benchmark Assessment

Alternative:

- Teacher-made morphology assessments
- Teacher-made morphology projects

Key Vocabulary

- Morphology
- Morphemes
- Affix
- Prefix
- Suffix
- Root Word
- Base Word

Resources & Materials

- *Dynamic Literacy: Word Build*
- *Teaching Phonics & Word Study in the Intermediate Grades* by Wiley Blevins
- *Meaningful Phonics and Word Study: Lesson Fix Ups For Impactful Teaching* by Wiley Blevins
- *Word Study for Literacy Leaders*, Edited by Anne C. Ittner, Amy Frederick, Darl Kierman and Donald R. Bear
- *If You Were a Prefix* by Marcie Aboff
- *If You Were a Suffix* by Marcie Aboff
- *Once Upon a Word: A Word-Origin Dictionary for Kids—Building Vocabulary Through Etymology, Definitions & Stories* by Jeff Zafarris
- *Pre- and Re-, Mis- and Dis-: What Is a Prefix?* by Brian P. Cleary
- *-Ful and -Less, -Er and -Ness: What Is a Suffix?* by Brian P. Cleary
- [5-Minute Latin and Greek Roots for 4th/5th+](#)
- [Latin and Greek Roots and Affixes for 4th/5th+](#)

Technology Infusion**Teacher Technology:**

- Chromebooks
- Promethean Board
- Google Classroom
- Assorted websites
 - <https://www.etymonline.com/>
 - <https://www.neilramsdn.co.uk/spelling/matrix/>
 - <https://membean.com/roots>
 - <http://www.readwritethink.org/>
 - <https://www.readingrockets.org/>
 - <https://www.readworks.org/>

- <https://www.wonderopolis.org/>
- <http://www.ncte.org/elem>

Student Technology:

- Chromebooks
- Promethean Board
- Google Classroom
- Assorted websites
 - [Morphology Digital Games for Derivational Suffixes](#)
 - [Morphology Digital Games for Inflectional Suffixes](#)
 - [Morphology Digital Games for Prefixes](#)

Activities:

- Students will use Chromebooks to access Google Classroom and Google Drive, Docs, Sheets, Slides, and more, where they will collaborate, communicate, create classes, distribute work, stay organized, and more while completing assignments for classwork.
- Students will use Chromebooks to access digital research materials.

Standard	Standard Description
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.

Interdisciplinary Integration**Activities:**

- Students will construct on-going word lists of academic vocabulary related to social studies and science content and use morphology to comprehend word meanings, especially when reading and researching. (EX: Geosphere, Biosphere, Hydrosphere and Atmosphere)

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

21 st Century Life Skills Standards	
Activities: Students will work both independently and in collaborative groups to read both print and digital texts, research, collect and organize data, at times taking leadership roles to communicate project ideas and new learning to the whole class.	
Standard	Student Learning Objectives
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Careers	
Activities: Students will write content, including but not limited to social studies and science, that is designed to inform, persuade, and/or entertain. This may include authentic and/or “mock” social media content, online articles, press releases, and marketing materials.	
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