

Califon Public School
English Language Arts Curriculum



Subject: English Language Arts	Grade: 5	Unit #: 1	Pacing: 16 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> How do we show we understand what we read? How do we support our ideas with information from the text? How do writers engage their readers? What makes quality writing? How do we assess our own writing?
Objectives	
<ul style="list-style-type: none"> 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 Pulsen

Below-Level Novels:

- *Holes* by Louis Schar

Technology Infusion

Teacher Technology:

- Chromebook
- Smart Board
- Google Classroom
- NewsELA

Student Technology:

- Chromebook
- NewsELA
- Seesaw

Activities: <ul style="list-style-type: none"> Students will use graphic organizers to plan for writing and organize thoughts for RACE responses. Students will use Chromebooks to access Google Classroom and Google Docs where they will complete assignments for classwork. 	
Standard	Standard Description
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.

Interdisciplinary Integration	
Activities: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 Education 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.

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> Use and Chromebooks for writing journals, published writing. Smart Board activities for grammar and weekly word study work. 	
Standard	Standard Description

9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
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Careers	
Activities: <ul style="list-style-type: none"> Students will use Chromebooks and Google Classroom to produce and share writing. 	
Standard	Standard Description
CRP11	Use technology to enhance productivity.

Standards	
Standard #	Standard Description
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; 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.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

	e. Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate on others; demonstrate sufficient command of keyboarding skills to type a minimum of 2 pages in a single sitting.
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding 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 on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
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. Come to discussions prepared having read or studied required material; explicitly draw on that preparation 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, including visually, quantitatively, and orally.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).
L.5.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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 <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.
L.5.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g. cause and effect, relationships and comparison 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., <i>photograph</i>, <i>photosynthesis</i>).

	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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Utilize audiobooks and talk-to-text applications via Chromebooks ● Increase one-to-one time ● Prioritize tasks ● Use graphic organizers ● Use collaborative grouping strategies such as small groups ● Differentiate essay topics ● NJDOE resources - http://www.state.nj.us/education/specialed/ 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize exploratory connections to higher grade concepts ● Use collaborative grouping strategies such as small groups ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

Califon Public School
English Language Arts Curriculum



Subject: English Language Arts	Grade: 5	Unit #: 2	Pacing: 8 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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
- Smart Board
- Google Classroom
- NewsELA

Student Technology:

- Chromebook
- NewsELA
- Seesaw

Activities:

- Students will use Chromebooks to access Google Classroom and Google Docs where they will complete assignments for classwork.
- Students will use Chromebooks to access digital research materials.

Standard	Standard Description
8.1.5.E.1	8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

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 Education 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

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	Standard Description
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

Careers

Activities:

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

Standard	Standard Description
CRP4	Communicate clearly and effectively and with reason.

Standards

Standard #	Standard Description
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; 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.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
RI.5.1	Quote accurately from a text 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 <i>a grade 5 topic or subject area</i> .
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	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 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 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 the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
W.5.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. \</p> <p>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.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
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.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
RF.5.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>

RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
SL.5.1	<p>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.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation 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, including visually, quantitatively, and orally.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.
L.5.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g. cause and effect, relationships and comparison in text) as a clue to the meaning of a word or phrase.

	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>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.</p>
L.5.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.</p>
L.5.6	<p>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).</p>

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ ● Selection of evidence-based interventions on an individual basis ● Teaching through multisensory modes ● Providing study skills training/learning strategies ● Providing frequent opportunities for movement 	<ul style="list-style-type: none"> ● 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 ● Allow opportunities to make meaningful cross-curriculum connections. ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning,

<ul style="list-style-type: none"> ● NJDOE resources - http://www.state.nj.us/education/specialed/ ● Writing key points on the board ● Providing visual aids ● Directions are recorded on the board, clarified, rephrased, and repeated ● Praising specific behaviors (e.g. applying word attack skills to unfamiliar words) ● Provide opportunities to respond in a variety of ways (e.g. questions, dry-erase boards, thumbs-up, partner share, etc.) ● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately 		<p>during instruction to address the needs of students who are kinesthetic learners</p> <ul style="list-style-type: none"> ● Increase the immediacy of earned rewards ● Use reading partners and skilled peer or adult mentors to provide academic support ● Use graphic organizers to focus attention on key elements, concepts, or ideas ● Increased repetition to support retention ● Provide text overlay 	<p>independence, openness, complexity, groups varied</p> <ul style="list-style-type: none"> ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm
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Califon Public School
English Language Arts Curriculum



Subject: English Language Arts	Grade: 5	Unit #: 3	Pacing: 8 weeks
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 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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> Students will be able to explain how friends and family support them. Students will be able to describe how asking questions aid 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

- *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)
- *Number the Stars* by Lois Lowry (class novel)
- *Number the Stars* Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/number_the_stars.pdf
- *Lily's Crossing* by Patricia Reilly Giff (book club/guided reading book)
- *Lily's Crossing* Study Guide: http://305class.weebly.com/uploads/1/5/9/4/15944204/lilys_crossing.pdf
- *Nory Ryan's Song* by Patricia Reilly Giff
- *Crash* by Jerry Spinelli (book club/guided reading book)
- *Crash* Study Guide: https://www.novelstudies.org/downloads/Crash_Novel_Study_Preview.pdf
- *Blubber* 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
- Smart Board

- Google Classroom
- NewsELA

Student Technology:

- Chromebook
- NewsELA
- Seesaw

Activities:

- Students will use Chromebooks to access Google Classroom and Google Docs where they will complete assignments for classwork.
- Students will use Chromebooks to access digital research materials.

Standard	Standard Description
8.1.5.E.1	Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

Interdisciplinary Integration

Activities:

- Students will read and discuss a ficitonal 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 Education 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
6.1.8.A.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

21 st Century Life Skills	
Activities: <ul style="list-style-type: none"> Students will develop a personalized plan to write a research paper. 	
Standard	Standard Description
9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Careers	
Activities: <ul style="list-style-type: none"> Students will use Chromebooks and the internet to research a topic and produce a report. 	
Standard	Standard Description
CRP7	Employ valid and reliable research strategies.

Standards	
Standard #	Standard Description
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; 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.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
W.5.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., 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.

	<ul style="list-style-type: none"> c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>incontrast</i>, <i>especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
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 aspects 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	<p>Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 5 Reading standards</i> 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, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
RF.5.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade level text with purpose and understanding b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
SL.5.1	<p>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.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.</p>
L.5.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.</p> <p>a. Use context (e.g. cause and effect, relationships and comparison in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>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.</p>
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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ ● Writing key points on the board ● Providing visual aids ● Directions are recorded on the board, clarified, rephrased, and repeated ● Praising specific behaviors (e.g. applying word attack skills to unfamiliar words) ● Provide opportunities to respond in a variety of 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ ● Selection of evidence-based interventions on an individual basis ● Teaching through multisensory modes ● Providing study skills training/learning strategies ● Providing frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners ● Increase the immediacy of earned rewards ● Use reading partners and skilled peer or adult mentors to provide academic support ● Use graphic organizers to focus attention on key elements, concepts, or ideas 	<ul style="list-style-type: none"> ● 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 ● Allow opportunities to make meaningful cross-curriculum connections. ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

<p>ways (e.g. questions, dry-erase boards, thumbs-up, partner share, etc.)</p> <ul style="list-style-type: none">● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately		<ul style="list-style-type: none">● Increased repetition to support retention● Provide text overlay	
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Califon Public School
English Language Arts Curriculum



Subject: English Language Arts	Grade: 5	Unit #: 4	Pacing: 8 weeks
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.

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> 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

1. *Disrupting Thinking Why How We Read Matters* by Kyleen Beers and Robert Probst
2. *Notice and Note* by Kyleen Beers and Robert Probst
3. Various articles relating to Social Studies & Science content

4. Literature Circle Jobs
5. *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis (class novel)
6. *The Watsons Go to Birmingham – 1963* Study Guide: <http://www.scholastic.com/teachers/sites/default/files/asset/file/watsons-bookfiles.pdf>
7. *Bridge to Terabithia* by Katherine Paterson (book club/guided reading book)
8. *Bridge to Terabithia* Study Guide: http://www.glencoe.com/sec/literature/litlibrary/pdf/bridge_to_terebithia.pdf
9. *The Lion, The Witch and the Wardrobe* by C.S. Lewis
10. *Boy* by Roald Dahl (class novel)
11. Cross-grade book clubs
12. *The BFG* by Roald Dahl (book club)
13. *Charlie and the Chocolate Factory* by Roald Dahl (book club)
14. *Danny, Champion of the World* by Roald Dahl (book club)
15. *The Enormous Alligator* by Roald Dahl (book club)
16. *Esio Trot* by Roald Dahl (book club)
17. *Fantastic Mr. Fox* by Roald Dahl (book club)
18. *George's Marvelous Medicine* by Roald Dahl (book club)
19. *The Giraffe and the Pelly and Me* by Roald Dahl (book club)
20. *James and the Giant Peach* by Roald Dahl (book club)
21. *The Magic Finger* by Roald Dahl (book club)
22. *Matilda* by Roald Dahl (book club)
23. *The Twits* by Roald Dahl (book club)
24. *The Witches* by Roald Dahl (book club)

25. *The Wonderful Story of Henry Sugar* by Roald Dahl (book club)
26. Sign Post Book Marks (teacher-made)
27. RACE Graphic Organizer (teacher-made)
28. Sample Essays and Poetry Anthologies (past students)
29. *Where the Sidewalk Ends* by Shel Silverstein
30. Various poetry anthology examples from the Califon School Library
31. Graphic Organizer for Essays (teacher-made)
32. Sample Historical Fiction pieces (past students)
33. 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
- Smart Board
- Google Classroom
- NewsELA

Student Technology:

- Chromebook
- NewsELA
- Seesaw

Activities:

- Students will use graphic organizers to plan for writing and organizes thoughts for RACE responses.
- Students will use Chromebooks to access Google Classroom and Google Docs where they will complete assignments for classwork.

Standard	Standard Description
8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.

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/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>

- What Every Education 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
NJCCS 6.1.8.D.4.b	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period

21st Century Life Skills

Activities:

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

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

Careers

Activities:

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

Standard	Standard Description
CRP6	Demonstrate creativity and innovation.

Standards

Standard #	Standard Description
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7	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 and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
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.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
RF.5.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p>
RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade level text with purpose and understanding</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
SL.5.1	<p>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.</p> <p>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>

	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.3	<p>Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>
L.5.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibility from a range of strategies.</p> <p>a. Use context (e.g. cause and effect, relationships and comparison in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>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.</p>
L.5.5	<p>Demonstrate understanding of figurative language, word relations, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <ul style="list-style-type: none"> ○ 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).

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> ● Provide modifications & accommodations as listed in the student's IEP ● Position student near helping peer or have quick access to teacher ● Modify or reduce assignments/tasks ● Reduce length of assignment for different mode 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/ ● Writing key points on the board ● Providing visual aids ● Directions are recorded on the board, clarified, rephrased, and repeated ● Praising specific behaviors (e.g. applying word attack skills to unfamiliar words) ● Provide opportunities to respond in a variety of 	<ul style="list-style-type: none"> ● Provide text-to-speech ● Use of 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 	<ul style="list-style-type: none"> ● Tiered interventions following RTI framework ● Effective RTI strategies for teachers - http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/ ● Interventional Central - http://www.interventioncentral.org/ ● Selection of evidence-based interventions on an individual basis ● Teaching through multisensory modes ● Providing study skills training/learning strategies ● Providing frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners ● Increase the immediacy of earned rewards ● Use reading partners and skilled peer or adult mentors to provide academic support ● Use graphic organizers to focus attention on key elements, concepts, or ideas 	<ul style="list-style-type: none"> ● 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 ● Allow opportunities to make meaningful cross-curriculum connections. ● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations ● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied ● NJDOE resources - http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm

<p>ways (e.g. questions, dry-erase boards, thumbs-up, partner share, etc.)</p> <ul style="list-style-type: none">● Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately		<ul style="list-style-type: none">● Increased repetition to support retention● Provide text overlay	
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