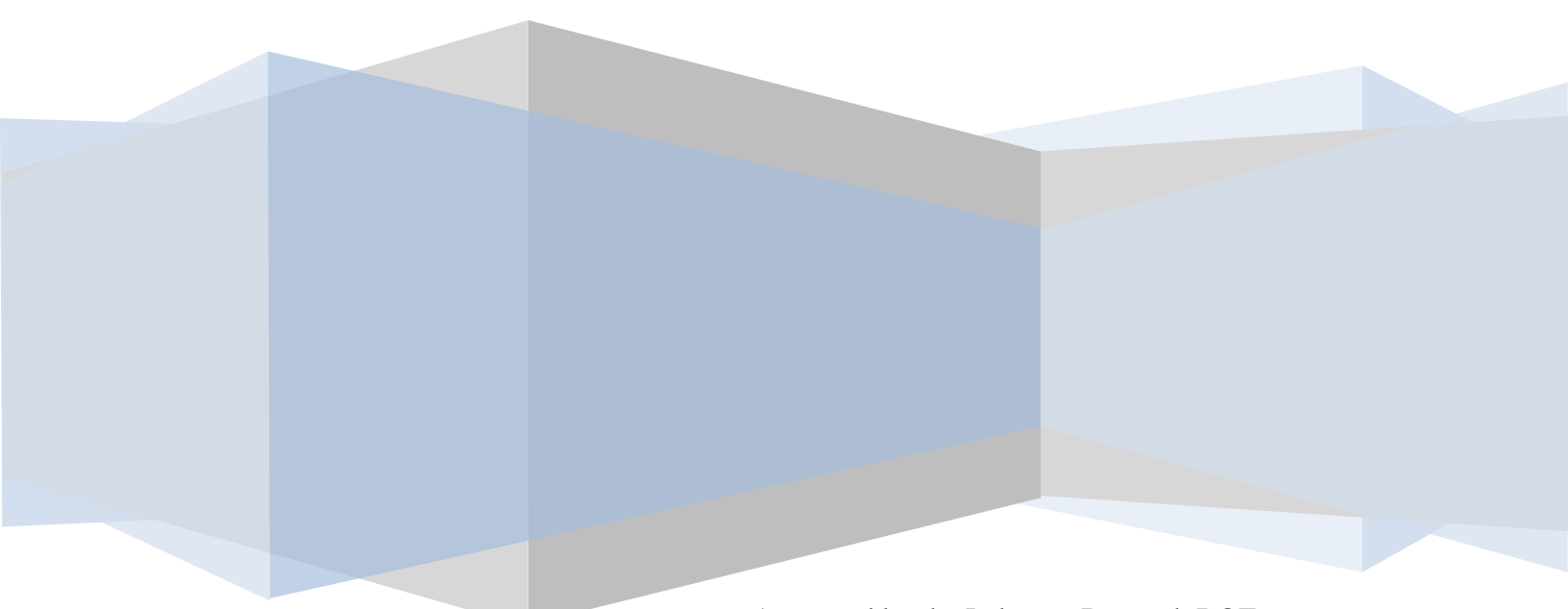


Lebanon Borough Public School

# English Language Arts

## Curriculum Guide

Grade 5



Approved by the Lebanon Borough BOE  
December 10, 2020/Revised:

## Introduction

The Lebanon Borough School believes in celebrating the rich history of community partnerships created through sharing of services with neighboring school systems in Hunterdon County. This ensures a consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief by incorporating the Common Core ELA Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 5 English Language Arts, students in the Lebanon Borough Public School:

- *Can read and comprehend grade-level fiction texts. (RL.5.10)*
- *Can read and comprehend grade-level informational texts. (RI.5.10)*
- *Can use word study and phonics skills to decode words. (RF.5.3)*
- *Can comprehend while reading with accuracy and fluency. (RF.5.4)*
- *Can read with purpose and understanding. (RF.5.4a)*
- *Can read aloud with accuracy, fluency, and expression. (RF.5.4b)*
- *Can consider the purpose and audience when writing. (W.5.4)*
- *Can write over different time frames for various purposes and audiences. (W.5.10)*
- *Can participate collaboratively in a variety of discussions. (SL.5.1)*
- *Can adapt my speech for different contexts and tasks. (SL.5.6)*
- *Can use grammar correctly in my writing and speaking. (L.5.1)*
- *Can use capitalization, punctuation, and spelling correctly when writing. (L.5.2)*
- *Can use appropriate language to enhance my writing and speaking. (L.5.3)*
- *Can learn and use academic and subject-specific vocabulary. I can use words and phrases that show logical relationships. (L.5.6)*
- *Write in cursive*

Lebanon Borough Public School Instructional Unit					
<b>Content:</b>	English Language Arts			<b>Grade:</b>	5
<b>Trimester:</b>	1	<b>Unit Title:</b>	Establishing the Literacy Community	<b>Pacing:</b>	1 weeks
<b>ESSENTIAL QUESTION</b>					
<ul style="list-style-type: none"> <li>How can I work with increasing stamina and independence?</li> </ul>					
<b>TARGET STANDARDS</b>					
<b>ELA NJSLS</b>	<b>I Can...</b>				
RL.5.1	Use direct evidence from a text to explain and draw inferences				
SL.5.1	Participate collaboratively in a variety of discussions				
SL.5.1a	Prepare for discussions and use the information to explore and discuss a topic				
SL.5.1b	Follow the rules and carry out my role in discussions				
SL.5.1c	Ask and answer questions, and make comments that support my discussion				
SL.5.1d	Summarize a discussion and draw conclusions from key ideas, information, and knowledge gained from it				
<b>INSTRUCTIONAL PROGRESSION</b>					
	<b>Reading selections</b>	<b>Must Do Routines</b>	<b>Must Do</b>	<b>Evidence of Learning</b>	<b>Vocabulary</b>
	<p><b><u>A Fine, Fine School</u></b> by, Sharon Creech</p> <p>Additional read alouds may include short texts or picture books that address the themes of acceptance and kindness and the social issues common to the</p>	<p>Begin assessments to establish reading and writing levels:</p> <ul style="list-style-type: none"> <li>Use DRA levels from spring of 4<sup>th</sup> grade as initial data</li> <li>Assess new students</li> <li>Use assessments such as DRA2, Progress Monitoring, or Running Records to confirm reading levels of students who are above or below benchmark</li> <li>Give writing on-demand assessment as initial data for writing</li> </ul> <p>Establish classroom environment and model effective routines for reading and writing including:</p> <ul style="list-style-type: none"> <li>Effective use of leveled library</li> <li>Whole group meetings, small</li> </ul>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction Reading (<i>mini-lessons, guided reading</i>)                             <ul style="list-style-type: none"> <li>Model effective use of leveled library</li> <li>Demonstrate strategies for choosing independent reading books</li> <li>Model procedures and routines for reading logs and reading notebooks</li> <li>Establish expectations for written responses to reading</li> <li>Establish expectations for independent reading at home and at school</li> <li>Establish system for charting and increasing reading and writing stamina and volume</li> <li>Establish expectations for</li> </ul> </li> </ol>	<p>Proficient reading and writing behaviors including:</p> <ul style="list-style-type: none"> <li>Participation in class discussions</li> <li>Comprehensive written responses</li> <li>Appropriate use of reading logs and writing notebooks</li> <li>Appropriate choices of independent reading books</li> <li>Evidence of</li> </ul>	

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<p>beginning of the year.</p>		<p>group work, individual conferences and assessments</p> <ul style="list-style-type: none"> <li>• Use of materials and supplies</li> <li>• Set up and procedures for reading logs</li> <li>• Set up and procedures for reading and writing notebooks and folders</li> <li>• Opportunities for daily independent reading and writing</li> </ul> <p>Set expectations for:</p> <ul style="list-style-type: none"> <li>• Independent work</li> <li>• Increasing reading and writing stamina</li> <li>• Effective transitions</li> </ul> <p>Conferring:</p> <ul style="list-style-type: none"> <li>• Give Compliment Conferences to individuals and groups to highlight and reinforce effective independent reading and writing behaviors</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Generate possible topics for realistic fiction narratives</li> <li>• Focus on proficient responses to reading</li> </ul>	<p>classroom transitions</p> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to text</li> <li>6. Confer with students <ul style="list-style-type: none"> <li>• Model students' role during conferences</li> </ul> </li> <li>7. Direct Instruction Writing <ul style="list-style-type: none"> <li>• Model procedures and routines for writing notebooks</li> <li>• Establish expectations for independent writing at home and at school</li> <li>• Generate possible topics for narratives</li> </ul> </li> <li>8. Shared Writing/Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, Grammar, Language <ul style="list-style-type: none"> <li>• Beginning of Year Spelling Assessment</li> </ul> </li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> <li>14. Closure/ Share/ Reflection</li> </ol>	<p>increasing focus, stamina and independence</p> <ul style="list-style-type: none"> <li>• Increasing volume of reading and writing</li> <li>• Efficient transitions</li> <li>• Effective participation in conferences</li> <li>• Effective participation in class discussions</li> <li>• Effective responses to information presented</li> </ul> <p>Lists/charts of possible topics for realistic fiction writing</p> <p>Spelling assessment</p>	<p>Compare/contrast Inference Foreshadowing Symbolism Folk tale Myth Author's purpose</p>
		<p>Demonstrate routines and expectations for responding to reading:</p> <ul style="list-style-type: none"> <li>• Teach or review strong reading responses: <ul style="list-style-type: none"> <li>○ Provide mentor responses</li> <li>○ Model rephrasing the question and citing text evidence</li> <li>○ Introduce rating chart to model mentor written reading responses</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini---lessons, guided reading</i>) <ul style="list-style-type: none"> <li>• Guide students to set realistic and measurable reading and writing goals for stamina, independence and volume (Revisit these periodically throughout the year)</li> <li>• Monitor students stamina, independence, and volume</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Students set goals and demonstrate increasing reading and writing stamina, independence, and volume</li> <li>• Proficient verbal and</li> </ul>	<p>proficient expectation partner work turn &amp; talk stop &amp; jot capitalization grammar punctuation legible text evidence</p>

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		<p>Introduce reading and writing partnerships</p> <ul style="list-style-type: none"> <li>• Pair students with similar literacy levels</li> <li>• Demonstrate expectations and routines for partner work</li> <li>• Listen in on partner discussions as an informal assessment</li> </ul> <p>Set expectations for students' use of conventions, grammar, and legible handwriting in all written work</p> <ul style="list-style-type: none"> <li>• Articulate non-negotiable expectations</li> </ul> <p>Chart plot of read aloud text</p> <p>Work on increasing students' independence and stamina in reading and writing</p> <p>Conferring: Continue giving Compliment Conferences to individuals, groups and partnerships to highlight and reinforce effective work habits and skills</p>	<p>during daily independent reading</p> <ul style="list-style-type: none"> <li>• Introduce rating chart to model proficient and advanced proficient written responses to reading</li> <li>• Introduce routines and expectations for partner discussions in response to reading</li> <li>• Monitor and assess students' responses to reading</li> <li>• Continue DRA assessments as needed</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>) <ul style="list-style-type: none"> <li>• Focus on writing proficient responses to reading that incorporate appropriate use of conventions, grammar, and legible handwriting</li> <li>• Chart the plot of read aloud text</li> <li>• Note elements of effective realistic fiction</li> <li>• Begin generating list of common themes in texts</li> </ul> </li> <li>8. Shared Writing/Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, Grammar, Language</li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> <li>14. Closure/ Share/ Reflection</li> </ol>	<p>written responses to reading citing text evidence</p> <ul style="list-style-type: none"> <li>• Effective partner conversations in response to reading</li> <li>• Written work that meets expectations for use of proper conventions, grammar, and handwriting</li> <li>• Plot chart</li> <li>• Chart of elements of effective realistic fiction</li> <li>• List of common themes in texts</li> </ul>	
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### DIFFERENTIATION

Possible strategies: audio text, extra time on tests, oral testing, highlight text and directions, alternate projects , tiered questioning, leveled readers  
Additional strategies for Special Ed, ELL, I&RS, and Academically Talented listed in table at end of this document

### RESOURCES

Amistad Commission: <http://state.nj.us/education/amistad>

### ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY

#### 21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply

1. **Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

#### 21<sup>st</sup> Century Skills: Bold all that apply

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

#### Technology Infusion:

iPad apps, online sources for informational text, SmartBoard lessons, videos,

Lebanon Borough Public School Instructional Unit				
<b>Content:</b>	English Language Arts		<b>Grade:</b>	5
<b>Trimester:</b>	1	<b>Unit Title:</b>	Narratives – Theme: Challenges	<b>Pacing:</b> 5 weeks
ESSENTIAL QUESTION				
<ul style="list-style-type: none"> <li>• How do writers reveal information about their characters?</li> <li>• How do characters grow and change throughout a narrative?</li> <li>• How do I express my ideas effectively to others?</li> <li>• How is the setting important to a narrative?</li> </ul>				
TARGET STANDARDS				
ELA NJSLS	I Can...			
RL.5.1	Use direct evidence from a text to explain and draw inferences			
RL.5.2	Use specific details to determine the theme of a text, and summarize the text			
RL.5.3	Use specific details from a text to compare and contrast characters, settings, or events			
RL.5.4	Determine the meaning of figurative language, and figure out the meaning of words and phrases such as metaphors and similes in a text			
RL.5.5	Explain the importance of chapters, scenes, and stanzas in a text			
RL.5.9	Compare and contrast themes and topics in stories from the same genre			
W.5.3	Write a narrative text			
W.5.3a	Establish a situation, introduce characters, and a narrator, and organize events in story			
W.5.3b	Use narrative techniques to enhance the events and the characters in a story			
W.5.3c	Use transitional words, phrases, and clauses to help the events in a story flow			
W.5.3d	Use descriptive words and details to help readers better understand a story			
W.5.3e	Write a conclusion that completes a story			
W.5.5	Plan, revise, and edit my writing, and rewrite or try a different approach if needed			
L.5.5	Understand figurative language, word relationships, and nuances in word meanings			
L.5.5a	Interpret figurative language in a text			
L.5.5b	Recognize and explain idioms, adages, and proverbs			
L.5.5c	Use the relationship between words to better understand each of the words			
INSTRUCTIONAL PROGRESSION				
	Selections/ Books	Must Do	Evidence of Learning	Vocabulary
	<i>Red Kayak</i> , by Priscilla Cummings	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction Reading (<i>mini-lessons, guided reading</i>)</li> </ol>	Effective participation in collaborative discussions of texts	narrative theme plot

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	<p><i>Thunder Rose</i> Jerdine Nolen  <i>Island of the Blue Dolphins</i>, by Scott O'Dell  <i>Satchel Paige</i>, by Lisa Cline-Ransone  <i>Ten Mile Day</i>, by Mary Ann Fraser</p> <p>Read additional mentor texts that focus on theme of meeting challenges</p>	<ul style="list-style-type: none"> <li>• Explore elements of characterization – infer character traits through actions, speech, thoughts, behavior, appearance, interactions</li> <li>• Analyze struggles, desires and motivations of main characters and secondary characters</li> <li>• Analyze characters' responses to challenges</li> <li>• Explore how characters grow and change – internal journey</li> <li>• Explore how authors reveal information about setting, plot, and theme</li> <li>• Analyze authors' use of descriptive language and its effect on the text</li> <li>• Define vocabulary using context</li> <li>• Cite text evidence to support ideas</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>) <ul style="list-style-type: none"> <li>• Demonstrate elements of a strong summary</li> <li>• Write summaries of narratives read</li> <li>• Plan an original realistic fiction story incorporating the elements of characterization and strong narrative writing</li> </ul> </li> <li>8. Shared Writing/ Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, grammar, language</li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> <li>14. Closure/ Share/ Reflection</li> </ol>	<p>Charts identifying elements of characterization in various texts</p> <p>Charts or timelines analyzing how various characters grow and change - citing text evidence</p> <p>Written reflections analyzing how various characters respond to challenges - supported by text evidence</p> <p>Charts or graphic organizers identifying setting, plot, and theme of texts – including supporting text evidence</p> <p>Charts or graphic organizers analyzing authors' use of descriptive language and its effect on the text</p> <p>Word wall or chart defining vocabulary – including context clues from the text</p> <p>Effective written responses to literature may include:</p> <ul style="list-style-type: none"> <li>• post-its</li> <li>• notes</li> <li>• entries in reading response journals</li> <li>• exit slips</li> <li>• interactive journal entries</li> </ul> <p>Graphic organizers for charting plots of narratives and planning original realistic fiction writing, such as:</p> <ul style="list-style-type: none"> <li>• SWBS (Somebody wanted... But...So...)</li> <li>• Story Mountain</li> </ul> <p>Written summaries of narratives read</p>	<p>Literary Elements:  Character, plot, theme, setting,  Literary terms:  Point of view  Hyperbole  Genre  Tall tale  realistic fiction  narrative  cause/effect  summarize  imagery  fact and opinion  idioms  biography  expository  text structure  conflict  traits  climax  resolution  turning point  author's message  dialogue  pacing  descriptive details</p>
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			Plans for original realistic fiction story incorporating the elements of characterization and strong narrative writing	
	<p><b><u>My Fantastic Words Book (Young Student Thesaurus) by Ken Pransky</u></b></p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> <li>• Compare and contrast 2 or more characters</li> <li>• Identify characters’ struggles, desires and motivations</li> <li>• Analyze how different characters respond to challenges</li> <li>• Identify turning points in plots</li> <li>• Identify themes in literature</li> <li>• Analyze author’s message in narratives and link to supporting text evidence</li> <li>• Identify details that help create setting</li> <li>• Define vocabulary using context clues</li> <li>• Analyze strategies authors use to pace their stories effectively</li> <li>• Analyze authors’ effective use of dialogue</li> <li>• Cite text evidence to support thinking</li> </ul> </li> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (mini-lessons including guided practice) <ul style="list-style-type: none"> <li>• Model strategies for drafting,</li> </ul> </li> </ol>	<p>Charts, graphic organizers, and responses to literature in Reading Notebooks that:</p> <ul style="list-style-type: none"> <li>• Compare and contrast characters and cite supporting text evidence</li> <li>• Identify characters’ struggles, desires, and motivations and cite supporting text evidence</li> <li>• Analyze how different characters respond to challenges and cite supporting text evidence</li> <li>• Identify turning points in plots and cite supporting text evidence</li> <li>• Identify themes in books and cite supporting text evidence</li> <li>• Determine settings in narratives and cite supporting text evidence</li> <li>• Analyze authors’ message and cite supporting text evidence</li> <li>• Identify details that help create setting and cite supporting text evidence</li> <li>• Define vocabulary from the text with supporting context clues</li> <li>• Analyze strategies authors use to pace their stories effectively</li> <li>• Analyze authors’ use of effective dialogue, citing examples and their effect</li> </ul> <p>Draft that includes ongoing revision and editing</p>	

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		<p>revising, editing and publishing an original narrative story.</p> <ul style="list-style-type: none"> <li>• Demonstrate the use of effective dialogue</li> <li>• Demonstrate the use of effective pacing</li> <li>• Demonstrate the effect of the use of precise words and descriptive details and language</li> <li>• As part of ongoing revision work guide students to draft a section of their story from the point of view of a different character.</li> </ul> <p>8. Shared Writing/ Interactive Writing            9. Independent Writing            10. Conventions, grammar, language            11. Word Study            12. Vocabulary            13. Foundational Skills            14. Closure/ Share/ Reflection</p>	<p>Draft of a section of student’s story from the point of view of a different character to demonstrate strong understanding of characterization.</p> <p>Published narrative story that incorporates all of the elements of characterization and strong narratives</p>	
		<p>1. Read Aloud            2. Direct Instruction (<i>mini-lessons, guided reading</i>)</p> <ul style="list-style-type: none"> <li>• Compare and contrast poems, narratives &amp; dramas</li> <li>• Explore and identify structure and elements of a variety of poems &amp; dramas</li> <li>• Recognize &amp; interpret the effects of figurative language citing text evidence</li> <li>• Explore the use of symbolism</li> <li>• Explore and identify how language choices create tone/mood citing text evidence</li> </ul> <p>3. Shared Reading            4. Independent Reading            5. Response to Text            6. Confer with students            7. Direct Instruction Writing (mini-lessons</p>	<p>Charts and graphic organizers that:</p> <ul style="list-style-type: none"> <li>• Compare and contrast poetry, narratives and dramas</li> <li>• Identify structure and elements of poems and dramas</li> <li>• Interpret figurative language citing text evidence</li> <li>• Define common idioms, adages, and proverbs</li> <li>• Analyze the use of symbolism in narratives and poems</li> <li>• Analyze how language choices create tone/mood and meaning citing text evidence</li> </ul> <p>Literary essay comparing or contrasting characters in 1 or 2 texts from this unit incorporating</p> <ul style="list-style-type: none"> <li>• Strong introduction</li> </ul>	<p>metaphor            simile            structure            mood            tone            alliteration            scene            cast            protagonist            transitional            words/phrases</p>

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		<p>including guided practice)</p> <ul style="list-style-type: none"> <li>• Model and teach elements of a literary essay focused on comparing characters in two texts read in this unit</li> <li>• Model the structure of effective essays, including strong introduction, thesis or claim, supporting evidence, closing</li> <li>• Model the use of transitional words and phrases to connect ideas</li> <li>• Model the use of quotes and evidence from the text to support thesis</li> </ul> <p>8. Shared Writing/ Interactive Writing            9. Independent Writing            10. Conventions, grammar, language            11. Word Study            12. Vocabulary            13. Foundational Skills            14. Closure/ Share/ Reflection</p>	<ul style="list-style-type: none"> <li>• Thesis or claim</li> <li>• Supporting text evidence</li> <li>• Quotes from text</li> <li>• Transitional words or phrases</li> <li>• Closing</li> </ul>	<p>quotes supporting evidence closing</p>
<b>DIFFERENTIATION</b>				
Possible strategies: audio text, extra time on tests, oral testing, highlight text and directions, alternate projects , tiered questioning, leveled readers				
Additional strategies for Special Ed, ELL, I&RS, and Academically Talented listed in table at end of this document				
<b>RESOURCES</b>				
Amistad Commission: <a href="http://state.nj.us/education/amistad">http://state.nj.us/education/amistad</a>				
Reading Street –Pearson Corporation				
Novels/Trade Books				
<b>ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY</b>				
<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b> Bold all that apply			<b>21<sup>st</sup> Century Skills:</b> Bold all that apply	
<b>1. Global Awareness</b>			<b>1. Creativity &amp; Innovation</b>	

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2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

2. Critical Thinking & Problem Solving
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

### Technology Infusion:

iPad apps-Pearson Reading Street, Reading A-Z (RAZ kids), Readworks.org, Newsela.com,

## Lebanon Borough Public School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	5
<b>Trimester:</b>	1	<b>Unit Title:</b>	Doing the Right Thing
<b>ESSENTIAL QUESTION</b>			
<ul style="list-style-type: none"> <li>• How do main ideas and key details help us summarize text?</li> <li>• How can we analyze the organization and structure of informational texts to read more effectively?</li> <li>• How do text features help readers gain meaning?</li> </ul>			
<b>TARGET STANDARDS</b>			
<b>ELA NJSLS</b>	<b>I Can ...</b>		
RI.5.1	Use direct evidence from a text to explain and draw inferences		
RI.5.2	Determine the main idea and details of a text Summarize a text		
RI.5.3	Explain how people, events, ideas, or concepts are connected in a historical, scientific, or technical text		
RI.5.4	Determine the meaning of words and phrases in informational text		
RI.5.5	Compare and contrast the organizational structures in different texts		
RI.5.6	Identify and compare and contrast different accounts of the same event or topic		
RI.5.7	Quickly find evidence in the text to support my thinking when answering a question or solving a problem		
RI.5.9	Use information from different texts to write or talk about subjects		
W.5.2	Write an informational text		
W.5.2a	Organize my writing and use text features to help readers better understand a topic		
W.5.2b	Use specific information such as facts, definitions, and details to support a topic		
W.5.2c	Use words, phrases, and clauses to connect ideas throughout my writing		
W.5.2d	Use specific words related to the topic to support my writing		
W.5.2e	Write a conclusion related to the topic		
W.5.5	Plan, revise, and edit my writing, and also rewrite or try a different approach if needed		
W.5.7	Research different aspects of a topic using several sources		
W.5.8	Gather and summarize information and provide sources		
W.5.9	Use evidence from various texts to support my ideas and research		
SL.5.2	Summarize information presented in a variety of ways		
SL.5.3	Summarize and explain the evidence for points that a speaker makes		
SL.5.4	Give a report that is clear and logically organized and includes necessary details and facts		

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INSTRUCTIONAL PROGRESSION				
	Selections	Must Do	Evidence of Learning	Vocabulary
	<p><i>At the Beach- Abuelito's Story-</i> By, Lulu Delacre</p> <p><i>Hold the Flag High,</i> by Catherine Clinton</p> <p><i>The Ch'i-lin Purse,</i> by Linda Fang,</p> <p><i>A Summer's Trade,</i> by Deborah W. Trotter</p> <p><i>Midnight Ride of Paul Revere,</i> by H.W. Longfellow</p> <p>Use a variety of informational texts/articles and videos that support your current science unit of study and/or other science topics.</p>	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction (<i>mini-lessons, guided reading</i>)               <ul style="list-style-type: none"> <li>Demonstrate the use of text features to preview and support comprehension when reading informational texts</li> <li>Explore various structures of informational texts, such as:                   <ul style="list-style-type: none"> <li>Chronological,</li> <li>Compare/contrast,</li> <li>Cause/effect</li> <li>Problem/solution</li> <li>Narrative</li> <li>Hybrid</li> </ul> </li> <li>Identify main ideas and key details, citing supporting text evidence</li> <li>Summarize informational text</li> <li>Identify and define domain-specific vocabulary</li> </ul> </li> <li>Shared Reading</li> <li>Independent Reading</li> <li>Response to Text</li> <li>Confer with students</li> <li>Direct Instruction Writing (<i>mini-lessons including guided practice</i>)               <ul style="list-style-type: none"> <li>Explore the elements of a strong paragraph</li> <li>Repeated practice writing strong summary paragraphs in response to various informational texts and videos</li> </ul> </li> <li>Shared Writing/ Interactive Writing</li> <li>Independent Writing</li> <li>Conventions, grammar, language</li> <li>Word Study</li> <li>Vocabulary</li> <li>Foundational Skills</li> <li>Closure/ Share/ Reflection</li> </ol>	<p>Demonstrate the proficient use of text features to effectively preview and support comprehension of informational text</p> <p>Identify structures of various informational texts</p> <p>Proficient organization of information from texts using graphic organizers such as:</p> <ul style="list-style-type: none"> <li>Sequencing charts</li> <li>Venn Diagrams</li> <li>Cause &amp; Effect charts</li> <li>Problem/Solution charts</li> <li>Note cards</li> <li>Charts outlining main ideas and supporting text evidence</li> <li>Focused Question Responses</li> <li>Two-Column Notes</li> </ul> <p>Proficient identification of main ideas and key details of informational texts and videos using framework such as Boxes &amp; Bullets</p> <p>Strong paragraphs that summarize main ideas and key details in informational texts and videos and incorporate domain-specific vocabulary</p> <p>Charts outlining evidence and quotes to support explanations and inferences related to the text or video</p> <p>Use of word walls or charts to define</p>	<p>preview</p> <p>paraphrase</p> <p>reference</p> <p>source</p> <p>citations</p> <p>text features</p> <p>text structures</p> <p>cause and effect</p> <p>primary source</p> <p>secondary source</p> <p>chronological</p> <p>hybrid</p> <p>summarize</p>

## English Language Arts

			domain-specific vocabulary presented in informational texts and videos	
		<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> <li>• Demonstrate elements of effective debate</li> <li>• Guide students to engage in a debate of compelling issue, incorporating text evidence to support claim</li> <li>• Guide students to choose topic and thesis for persuasive informational essay</li> <li>• Continue to model effective reading of informational texts</li> <li>• Demonstrate strategies for taking and organizing notes</li> <li>• Model identifying main ideas and supporting details</li> <li>• Analyze authors' language choices and their effect on the text</li> </ul> </li> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>) <ul style="list-style-type: none"> <li>Guide students to: <ul style="list-style-type: none"> <li>• Choose a topic and plan subtopics for research essay</li> <li>• Begin research – using multiple texts, including at least one short informational video</li> <li>• Take and organize notes, grouping main ideas and supporting details</li> <li>• Model and demonstrate strategies for developing strong informational essay including lessons on how to: <ul style="list-style-type: none"> <li>○ Include a strong introduction, thesis, or claim</li> <li>○ Incorporate headings and illustrations</li> <li>○ Incorporate facts, definitions,</li> </ul> </li> </ul> </li> </ul> </li> </ol>	<p>Participation in debates of compelling issues:</p> <ul style="list-style-type: none"> <li>• Sequence ideas logically</li> <li>• Incorporate text evidence to support claims</li> <li>• Speak clearly</li> </ul> <p>Practice summarizing the points a speaker makes and cite supporting evidence</p> <p>Choice of topic and thesis for persuasive informational essay</p> <p>Charts comparing/contrasting multiple accounts of the same event or topic</p> <p>Notes/charts organizing information from at least 2 texts/articles and one video per essay. May include:</p> <ul style="list-style-type: none"> <li>• Boxes &amp; Bullets framework</li> <li>• T-charts</li> <li>• Timelines</li> <li>• Diagrams</li> <li>• Cause &amp; Effect charts</li> <li>• Venn Diagrams</li> <li>• Problem/Solution charts</li> <li>• Sequencing charts</li> <li>• Lists</li> <li>• Webs</li> <li>• Outlines</li> </ul> <p>Charts analyzing authors' language choices and their effect on the text</p> <p>Drafts and ongoing revision work with guidance from peers and adults</p>	<p>debate sequence transitional words</p>

## English Language Arts

		<p>details, and quotations</p> <ul style="list-style-type: none"> <li>○ Incorporate precise language and domain specific vocabulary</li> <li>○ Write a strong introductory paragraph</li> <li>○ Use transitional words/phrases to connect ideas</li> <li>○ Write an effective concluding paragraph</li> <li>○ Compile a list of sources</li> </ul> <p>8. Shared Writing/ Interactive Writing            9. Independent Writing            10. Conventions, grammar, language            11. Word Study            12. Vocabulary            13. Foundational Skills            14. Closure/ Share/ Reflection</p>	<p>Completed research essays that incorporate:</p> <ul style="list-style-type: none"> <li>● Research</li> <li>● Supporting text evidence</li> <li>● Precise language</li> <li>● Domain-specific vocabulary</li> <li>● Effective essay structure</li> <li>● Transitional words/phrases</li> <li>● List of sources</li> </ul>	
		<p>1. Read Aloud            2. Direct Instruction (<i>mini-lessons, guided reading</i>)</p> <ul style="list-style-type: none"> <li>● Continue reading informational texts and viewing related videos</li> </ul> <p>3. Shared Reading            4. Independent Reading            5. Response to Text            6. Confer with students            7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>)</p> <ul style="list-style-type: none"> <li>● Demonstrate how to write narrative descriptions of step by step procedures or sequences of events presented in informational texts and videos</li> </ul> <p>8. Shared Writing/ Interactive Writing            9. Independent Writing            10. Conventions, grammar, language            11. Word Study            12. Vocabulary            13. Foundational Skills            14. Closure/ Share/ Reflection</p>	<p>Presentation of research essays</p> <p>Written narrative descriptions of step by step procedures or sequence of events presented in informational texts and videos</p>	



## English Language Arts

### DIFFERENTIATION

Possible strategies: audio text, extra time on tests, oral testing, highlight text and directions, alternate projects , tiered questioning, leveled readers  
 Additional strategies for Special Ed, ELL, I&RS, and Academically Talented listed in table at end of this document

### RESOURCES

Amistad Commission: <http://state.nj.us/education/amistad>.

Reading Street Program, Trade books/novels, Readworks.org, Newsela.com, RAZ Kids,

### ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY

#### 21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply

1. **Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

#### 21<sup>st</sup> Century Skills: Bold all that apply

1. Creativity & Innovation
2. Critical Thinking & Problem Solving
3. Communication & Collaboration
4. **Media Literacy**
5. **Information Literacy**
6. Information, Communication & Technology
7. Life & Career Skills

#### Technology Infusion:

iPad apps-Pearson Reading Street, Reading A-Z (RAZ kids), Readworks.org, Newsela.com,

Lebanon Borough Public School Instructional Unit						
<b>Content:</b>	English Language Arts			<b>Grade:</b>	5	
<b>Trimester:</b>	2	<b>Unit Title:</b>	Artists and Inventors		<b>Pacing:</b>	6 weeks
ESSENTIAL QUESTION						
<ul style="list-style-type: none"> <li>How can reading historical fiction deepen our understanding of historical time periods?</li> <li>How does the historical setting influence characters' decisions, choices, and actions?</li> <li>How do I express my ideas effectively to others?</li> </ul>						
TARGET STANDARDS						
ELA NJSL	I Can ...					
RL.5.6	Describe how the point of view affects a story					
RL.5.9	Compare and contrast themes and topics in stories from the same genre					
RI.5.3	Explain how people, events, ideas, or concepts are connected in a historical, scientific, or technical text					
RI.5.7	Quickly find evidence to support my thinking when answering a question or solving a problem					
RI.5.8	Find evidence from text to support what the author believes or wants me to believe about a certain topic or event					
RI.5.9	Use information from different texts to write or talk about subjects					
W.5.1	Write using reasons and information to support an opinion					
W.5.2a-e	Write an informational text					
W.5.3	Write a narrative text					
W.5.9	Use evidence from various texts to support my ideas and research					
SL.5.2	Summarize information presented in a variety of ways					
L.5.1a-e	Use grammar correctly in my writing and speaking					
L.5.3b	Compare and contrast varieties of English (e.g., dialects) used in stories					
L.5.5a-c	Understand figurative language, word relationships, and nuances in word meanings					
INSTRUCTIONAL PROGRESSION						
	Selections/ Books	Must Do	Suggest Evidence of Learning	Vocabulary		
	<b>Mentor Texts:</b> Use a variety of historical fiction mentor texts on students' reading levels, coupled with	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction Reading (<i>mini-lessons, guided reading</i>)                             <ul style="list-style-type: none"> <li>Read and respond to historical fiction</li> <li>Read informational texts, including primary source accounts if possible, to support understanding of historical setting</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Identify evidence of historical setting and historical conflicts in the text</li> <li>Identify parallel timelines (Historical timeline parallel to story timeline) to track plot</li> </ul>	historical fiction cultural artifacts context clues primary sources idioms adages proverbs		

## English Language Arts

<p>informational texts, articles, primary source accounts, and videos Possible mentor texts:</p> <p><b><u>Sign of the Beaver</u> by Spear</b></p> <p><b>Number the Stars</b> by Lowry</p> <p><b><u>Phoebe the Spy</u> by Griffin</b></p> <p><b><u>Freedom on the Menu</u> by Weatherford</b></p> <p><b><u>Roll of Thunder, Hear My Cry</u> by Taylor</b></p> <p>The Fabulous, Perpetual Motion Machine, by Don Abramson</p> <p>Leonardo's Horse by, Jean Fritz</p> <p>Dinosaurs of Waterhouse Hawkins by Barbara Kerley</p> <p>Mahalia Jackson by, Julius Lester</p>	<p>informational texts, articles, primary source accounts, and videos Possible mentor texts:</p> <p><b><u>Sign of the Beaver</u> by Spear</b></p> <p><b>Number the Stars</b> by Lowry</p> <p><b><u>Phoebe the Spy</u> by Griffin</b></p> <p><b><u>Freedom on the Menu</u> by Weatherford</b></p> <p><b><u>Roll of Thunder, Hear My Cry</u> by Taylor</b></p> <p>The Fabulous, Perpetual Motion Machine, by Don Abramson</p> <p>Leonardo's Horse by, Jean Fritz</p> <p>Dinosaurs of Waterhouse Hawkins by Barbara Kerley</p> <p>Mahalia Jackson by, Julius Lester</p>	<ul style="list-style-type: none"> <li>• Explore characteristics of historical fiction including:             <ul style="list-style-type: none"> <li>○ Complex elements of historical setting - time period, place, cultural artifacts, historical dress, language</li> <li>○ Historical conflicts of the time period</li> <li>○ Historical fiction plot – Fictional events mixed with historical events</li> <li>○ Historical fiction characters – Real historic figures and fictional characters</li> <li>○ Symbolism</li> </ul> </li> <li>• Analyze the author's use of figurative language and nuances in word meaning and its effect on the tone and point of view of the text. Use strategies from <u>My Fantastic Words Book</u></li> <li>• Demonstrate how to:             <ul style="list-style-type: none"> <li>○ Interpret figurative language, including similes and metaphors, in context</li> <li>○ Recognize and explain the meaning of common idioms, adages, and proverbs</li> <li>○ Use the relationship between synonyms, antonyms, and homographs to better understand the words</li> </ul> </li> <li>• Compare and contrast characters, settings, or events</li> <li>• Explain the relationships or interactions between people or events in a historical text based on information in the text</li> <li>• Analyze multiple accounts of the same event</li> <li>• Analyze how narrator's point of view influences how events are described</li> <li>• Use multiple print or digital sources to locate information</li> <li>• Integrate information from several texts on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>• Create lists to keep track of characters in complex historical fiction stories</li> <li>• Analyze symbolism in texts</li> <li>• Analyze author's use of figurative language and nuances in word meaning and their effect on the tone and point of view of the text</li> <li>• Compare /contrast characters, settings, or events</li> <li>• Define the relationships or interactions between people or events based on evidence in the text</li> <li>• Analyze narrator's point of view supported by text evidence</li> <li>• Define words, phrases, and figurative language including idioms in text</li> <li>• Locate information using multiple print or digital sources</li> <li>• Integrate information from several texts on the same topic</li> <li>• Evidence of charts and written responses</li> <li>• Create short informational texts (Ex: Wiki entries, brochures, articles) that synthesize multiple accounts to describe a historical event. Include the following:             <ul style="list-style-type: none"> <li>○ Headings</li> <li>○ Illustrations</li> <li>○ Facts</li> <li>○ Definitions</li> <li>○ Quotations</li> <li>○ Linking words and phrases (e.g., in contrast, especially)</li> </ul> </li> </ul>	<p>synonyms antonyms homographs parallel timelines symbolism</p>
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## English Language Arts

	<p>Special Effects in Film and Television by, Jake Hamilton</p>	<ul style="list-style-type: none"> <li>• Analyze authors' point of view and support thinking with evidence from the text</li> <li>• Determine meaning of unfamiliar vocabulary, phrases, and figurative language including idioms in texts</li> <li>• Cite text evidence to support ideas</li> </ul> <ol style="list-style-type: none"> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>)</li> </ol> <ul style="list-style-type: none"> <li>• Analyze multiple accounts of the same event to write short informational texts (Ex: Wiki entries, brochures, articles) that describe a historical event. Model how to incorporate the following:             <ul style="list-style-type: none"> <li>○ Headings</li> <li>○ Illustrations</li> <li>○ Facts</li> <li>○ Definitions</li> <li>○ Quotations</li> <li>○ Linking words and phrases (e.g., in contrast, especially)</li> <li>○ Precise language</li> <li>○ Domain-specific vocabulary</li> <li>○ Concluding statement or section</li> </ul> </li> <li>• Guide students to write a short narrative focused on a significant event from a historical fiction text, describing the event from the point of view of a different character</li> <li>• Demonstrate grammar conventions including:             <ul style="list-style-type: none"> <li>○ Conjunctions, prepositions, interjections</li> <li>○ Perfect verb tenses</li> <li>○ Verb tenses to convey times, sequences, states, conditions</li> <li>○ Recognizing and correcting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Precise language</li> <li>○ Domain-specific vocabulary</li> <li>○ Concluding statement or section</li> </ul> <ul style="list-style-type: none"> <li>• Compose narrative focused on a significant event from a historical fiction text describing the event from the point of view of a different character</li> <li>• Incorporate grammar conventions presented</li> </ul> <p>Reflection: "How does the historical time period influence the characters' decisions, choices, and actions?" Cite evidence from historical fiction and informational texts to support thinking</p> <p>Reflection: "What did I learn about the historical time period or historical issues" based on multiple accounts of the events?</p> <p>Reflection: What are the similarities and differences between the historical time period and our current time period?</p>	
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## English Language Arts

		<p>inappropriate shifts in verb tense</p> <ul style="list-style-type: none"> <li>○ Use of correlative conjunctions (e.g., <i>either/or, neither/nor</i>)</li> </ul> <p>8. Shared Writing/ Interactive Writing</p> <p>9. Independent Writing</p> <p>10. Conventions, grammar, language</p> <p>11. Word Study</p> <p>12. Vocabulary</p> <p>13. Foundational Skills</p> <p>14. Closure/ Share/ Reflection</p>		
		<p>1. Read Aloud</p> <p>2. Direct Instruction Reading (<i>mini-lessons, guided reading</i>)</p> <ul style="list-style-type: none"> <li>• Continue to model reading and responding to historical fiction supported by informational texts</li> <li>• Integrate information from several texts on the same topic</li> <li>• Make inferences based on knowledge of characters and historical events</li> <li>• Explore power and voice</li> <li>• Explore how characters' gender, religion, political affiliation, age, class, culture, and race impact their decisions and actions</li> <li>• Lessons learned</li> <li>• Analyze the authors' language choices and their effect on the text</li> <li>• Compare and contrast varieties of English (e.g., dialects) used in historical fiction texts</li> </ul> <p>3. Shared Reading</p> <p>4. Independent Reading</p> <p>5. Response to Text</p> <p>6. Confer with students</p> <p>7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>)</p> <ul style="list-style-type: none"> <li>• Review essay structure and planning framework</li> <li>• Develop a thesis in response to two or more texts, video clips, etc.</li> <li>• Draft essay, develop introduction, supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze information presented in several texts on the same topic</li> <li>• Responses in Reading Notebooks continue and include: <ul style="list-style-type: none"> <li>• Completing graphic organizers outlining the elements of historical fiction, such as:</li> <li>• Make inferences about the time period based on knowledge of historical events</li> <li>• Examine historical conflict and the reasons</li> <li>• Determine who holds the power and voice</li> <li>• Analyze how historical factors impact characters' decisions, choices, and actions (e.g., gender, religion, political affiliation, age, class, culture, and race)</li> <li>• Make inferences based on knowledge of characters and historical events</li> <li>• Analyze symbolism</li> <li>• Explain lessons learned</li> </ul> </li> </ul>	<p>essay</p> <p>transition words</p> <p>thesis</p> <p>evidence</p> <p>historical conflict</p> <p>dialect</p> <p>political affiliation</p> <p>culture</p>

## English Language Arts

		<p>paragraphs, conclusion</p> <ul style="list-style-type: none"> <li>• Use text evidence to support thesis</li> <li>• Revise, edit, and publish essay</li> </ul> <p>8. Shared Writing/ Interactive Writing            9. Independent Writing            10. Conventions, grammar, language            11. Word Study            12. Vocabulary            13. Foundational Skills            14. Closure/ Share/ Reflection</p>	<ul style="list-style-type: none"> <li>• Compare and contrast varieties of English (e.g., dialects) used in historical fiction texts</li> <li>• Analyze author’s language choices, including dialects, etc., and their effect on the text</li> <li>• Draft essay, develop introduction, support paragraphs, and conclusion</li> <li>• Use text evidence to support thesis</li> <li>• Publish essay supporting a thesis developed in response to two or more texts and at least one video clip</li> </ul> <p>Reflection: What did you learn about creating essays and expressing my ideas clearing to others? How can reading historical fiction deepen our knowledge about different time periods?</p>	
<b>DIFFERENTIATION</b>				
<p>Possible strategies: audio text, extra time on tests, oral testing, highlight text and directions, alternate projects , tiered questioning, leveled readers            Additional strategies for Special Ed, ELL, I&amp;RS, and Academically Talented listed in table at end of this document</p>				
<b>RESOURCES</b>				
Pearson Reading Street				
African Americans During the American Revolution <a href="http://www.history.org">www.history.org</a>				
The Revolution’s Black Soldiers: <a href="http://www.americanrevolution.org/blc.html">www.americanrevolution.org/blc.html</a>				
Amistad Commission: <a href="http://state.nj.us/education/amistad">http://state.nj.us/education/amistad</a>				
Novels/ Trade books				
<b>ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY</b>				
<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>		<b>21<sup>st</sup> Century Skills: Bold all that apply</b>		
<ol style="list-style-type: none"> <li>1. <b>Global Awareness</b></li> <li>2. Financial, Economic, Business and Entrepreneurial Literacy</li> <li>3. Civic Literacy</li> <li>4. Health Literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Creativity &amp; Innovation</li> <li>2. <b>Critical Thinking &amp; Problem Solving</b></li> <li>3. Communication &amp; Collaboration</li> <li>4. Media Literacy</li> </ol>			

## English Language Arts

5. Environmental Literacy	5. <b>Information Literacy</b> 6. Information, Communication & Technology 7. Life & Career Skills
<b>Technology Infusion:</b>	
Pearson Reading Street iPad app, Newsela.com, Readworks.org, WriteAboutIt app, Unit videos	

## Lebanon Borough Public School Instructional Unit

<b>Content:</b>	English Language Arts	<b>Grade:</b>	5
<b>Trimester:</b>	2	<b>Unit Title:</b>	Adapting
		<b>Pacing:</b>	6 weeks

### ESSENTIAL QUESTION

- How do I analyze narrative texts?
- How do I express my ideas effectively to others?

### TARGET STANDARDS

ELA NJSLs	I Can ...
RL.5.3	Use specific details from a text to compare and contrast characters, settings, or events
RL.5.7	Analyze graphics or images and determine what they add to a text
RL.5.9	Compare and contrast themes and topics in stories from the same genre
W.5.1	Can write using reasons and information to support an opinion
W.5.6	Use technology to create, publish, and show my writing and type at least two pages
L.5.3a	Create sentences to convey various meanings

### INSTRUCTIONAL PROGRESSION

	Selections/ books	Must Do (Add focus and link to standards)	Suggested Evidence of Learning	Vocabulary
	Weslandia, by Paul Fleischman  Tripping Over the Lunch Lady, by Angela Johnson  Exploding Ants, by Joanne Settel  The Stormi Giovanni Club by Lydia R. Diamond	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction Reading (<i>mini-lessons, guided reading</i>)                             <ul style="list-style-type: none"> <li>Model close analytical reading of several mentor texts</li> <li>Demonstrate how to annotate texts to note characters' traits, struggles, relationships, motivations, responses to challenges, and growth</li> <li>Compare and contrast themes and lessons learned</li> <li>Identify specific language choices and how they shape the meaning of the text</li> <li>Analyze the importance of different scenes in the texts and their effect on the reader</li> <li>Analyze illustrations in <u>Weslandia</u> and determine what they add to the text</li> </ul> </li> <li>3. Shared Reading</li> <li>4. Independent Reading</li> </ol>	<ul style="list-style-type: none"> <li>Analyze                             <ul style="list-style-type: none"> <li>Characters' traits</li> <li>Characters' struggles</li> <li>Characters' relationships</li> <li>Characters' motivations</li> <li>How characters respond to challenges</li> <li>How characters grow and change</li> <li>Themes and lessons learned</li> <li>Authors' language choices and how they shape the meaning of the text</li> <li>How scenes fit together to provide the overall structure of the text</li> <li>The impact of illustrations on the text</li> </ul> </li> <li>Compare and contrast themes and</li> </ul>	analyze annotate close reading



## English Language Arts

	<p><b>The Gymnast,</b> <b>by Gary Soto</b></p> <p><b>Indian in the Cupboard</b> <b>by Lynn Reid Banks</b></p> <p>Poems: <u>On Turning Ten</u> by Billy Collins</p>	<ol style="list-style-type: none"> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> <li>• Demonstrate how to develop and write an essay comparing/contrasting characters or themes from 2 texts</li> <li>• Demonstrate writing entries/paragraphs to develop possible essay ideas about characters or themes in texts</li> <li>• Model writing a whole class essay, incorporating quotes and text evidence to support thesis</li> <li>• Guide students to choose from a selection of texts and draft and complete an essay analyzing an element of paired texts</li> <li>• Demonstrate how to expand, combine, and reduce sentences for meaning, reader interest, and style</li> </ul> </li> <li>8. Shared Writing/ Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, grammar, language</li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> <li>14. Closure/ Share/ Reflection</li> </ol>	<p>lessons learned</p> <ul style="list-style-type: none"> <li>• Evidence of analysis in annotations and notes in response notebooks and/or on charts</li> <li>• Choose from a selection of texts to complete an essay</li> <li>• Draft short written entries developing possible essay ideas comparing or contrasting characters or themes in paired texts</li> <li>• Compose writing entries/paragraphs to develop possible essay ideas about characters or themes in text</li> <li>• Incorporate quotes and evidence from the text and incorporate all elements of strong essay structure and language</li> <li>• Expand, combine, and reduce sentences for meaning, reader interest, and style</li> <li>• Draft, revise, and edit completed essay</li> <li>• Type completed essay</li> </ul> <p>Reflection: How do I analyze texts?</p>	
	<p>Incorporate additional texts.</p> <p>Students may choose texts from their independent reading.</p>	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction Reading (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> <li>• Continue to model close reading and analysis of texts</li> </ul> </li> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons, guided writing</i>) <ul style="list-style-type: none"> <li>• Guide students to draft and complete new essays comparing and contrasting characters or themes in paired texts</li> </ul> </li> <li>8. Shared Writing/ Interactive Writing</li> </ol>	<ul style="list-style-type: none"> <li>• Continue close reading and analysis of texts</li> <li>• Compare and contrast characters or themes in paired text</li> <li>• Draft, revise, and edit new essay</li> <li>• Type completed essay</li> </ul> <p>Reflection: How can we compare and contrast themes and characters?</p>	<p>paired text</p>

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		<ol style="list-style-type: none"> <li>9. Independent Writing</li> <li>10. Conventions, grammar, language</li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> <li>14. Closure/ Share/ Reflection</li> </ol>		
		<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction Reading (<i>mini-lessons, guided reading</i>) Students annotate their own copy of the mentor text as they read and reread.             <ul style="list-style-type: none"> <li>• Demonstrate writing a new ending to a familiar text, incorporating significant elements of theme and character traits</li> <li>• Demonstrate writing an original narrative based on characters, setting, and plot of a familiar text, told from a different point of view</li> </ul> </li> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons, guided writing</i>)             <ul style="list-style-type: none"> <li>• Guide students to write their own original narrative with a new ending based on characters, setting, and plot of a familiar text</li> <li>• Guide students to write their own original narrative based on a familiar text, told from a different point of view</li> </ul> </li> <li>8. Shared Writing/ Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, grammar, language</li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> <li>14. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Read mentor text to gain ideas for new endings and writing original narratives</li> <li>• Write a new ending to a familiar text, incorporating significant elements of theme and character traits</li> <li>• Write an original narrative based on characters, setting, and plot of a familiar text, told from a different point of view</li> </ul> <p>Reflection: What kind of ideas can we use from books when writing a new ending? How can we use ideas to write a narrative?</p>	

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### DIFFERENTIATION

Possible strategies: audio text, extra time on tests, oral testing, highlight text and directions, alternate projects , tiered questioning, leveled readers  
 Additional strategies for Special Ed, ELL, I&RS, and Academically Talented listed in table at end of this document

### RESOURCES

Amistad Commission: <http://state.nj.us/education/amistad>

Pearson Reading Street

Novels/trade books

Online sources- Readworks.org, Newsela.com, iPad apps

### ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY

#### 21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply

1. **Global Awareness**
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

#### 21<sup>st</sup> Century Skills: Bold all that apply

1. Creativity & Innovation
2. **Critical Thinking & Problem Solving**
3. Communication & Collaboration
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology
7. Life & Career Skills

#### Technology Infusion:

Pearson Reading Street iPad app, Readworks.org, Newsela.com, WriteAboutit app, other ipad apps, SmartBoard lessons, unit videos

Lebanon Borough Public School Instructional Unit						
<b>Content:</b>	English Language Arts			<b>Grade:</b>	5	
<b>Trimester:</b>	3	<b>Unit Title:</b>	Adventure		<b>Pacing:</b>	4-5 weeks
ESSENTIAL QUESTION						
<ul style="list-style-type: none"> <li>How do I evaluate an author’s point of view?</li> <li>How do I express my ideas effectively to others?</li> </ul>						
TARGET STANDARDS						
ELA NJSL	I Can ...					
RI.5.6	Identify and compare and contrast different accounts of the same event or topic					
RI.5.8	Find evidence from the text to support what the author believes or wants me to believe about a certain topic or event					
RI.5.9	Use information from different texts to write or talk about subjects					
SL.5.5	Use multimedia and visuals to support the main idea and themes					
L.5.2a-e	Use capitalization, punctuation and spelling correctly when writing					
L.5.4a-c	Use strategies to determine the meaning of unfamiliar words and phrases					
INSTRUCTIONAL PROGRESSION						
	Selections/ Books	Must Do	Evidence of Learning	Vocabulary		
	The Skunk Ladder by, Patrick F. McManus  The Unsinkable Wreck of the RMS Titanic by, Robert D. Ballard,  Talk With an Astronaut by, Dr. Ellen Ochoa	<ol style="list-style-type: none"> <li>Read Aloud</li> <li>Direct Instruction Reading (<i>mini-lessons, guided reading</i>)                             <ul style="list-style-type: none"> <li>Read/view informational articles/ texts/ videos on the same event or topic but with different points of view</li> <li>Analyze authors’ points of view</li> <li>Analyze author’s language choices and their effect on the text</li> <li>Analyze authors’ craft – Explore how authors angle their information, using reasons and evidence to support their points and influence readers</li> </ul> </li> <li>Shared Reading</li> <li>Independent Reading</li> <li>Response to Text</li> <li>Confer with students</li> </ol>	<ul style="list-style-type: none"> <li>Read/view informational articles/texts/videos on the same event or topic but with different points of view</li> <li>Compare and contrast authors’ points of view and supporting text evidence</li> <li>Analyze author’s language choices and their effect on the text</li> <li>Analyze how authors angle information to influence readers using reasons and evidence to support their points and influence readers</li> <li>Essay planning:                             <ul style="list-style-type: none"> <li>Plan research-based persuasive essays in response to reading/viewing</li> </ul> </li> </ul>	point of view angle influence domain-specific vocabulary		

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<p>Journey to the Center of the Earth by, Jules Verne</p> <p>Ghost Towns of the American West, by, Raymond Bial</p> <p>Holes, by Louis Sachar</p>	<p>7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>) Guide students to plan and draft a persuasive essay with a strong point of view in response to information from texts/videos</p> <ul style="list-style-type: none"> <li>• Model planning an essay that includes:             <ul style="list-style-type: none"> <li>○ Strong introduction</li> <li>○ Supporting evidence and quotes from text</li> <li>○ Domain-specific vocabulary</li> <li>○ Linking words and phrases</li> <li>○ Concluding statement</li> </ul> </li> </ul> <p>8. Shared Writing/ Interactive Writing</p> <p>9. Independent Writing</p> <p>10. Conventions, grammar, language</p> <p>11. Word Study</p> <p>12. Vocabulary</p> <p>13. Foundational Skills</p> <p>14. Closure/ Share/ Reflection</p>	<p>informational articles/texts /videos</p> <ul style="list-style-type: none"> <li>○ Draft strong introduction</li> <li>○ Use supporting evidence and quotes from text</li> <li>○ Use domain-specific vocabulary</li> <li>○ Use linking words and phrases</li> <li>○ Draft effective concluding statement</li> </ul> <ul style="list-style-type: none"> <li>• Evidence includes charts and written responses in notebooks and folders</li> </ul> <p>Reflection: How does understanding the author's point of view and the author's use of craft help us to understand what we are reading? What resources can we use to gather information? What can writers do to help the readers' understand the text?</p>		
		<p>1. Read Aloud</p> <p>2. Direct Instruction Reading (<i>mini-lessons, guided reading</i>)</p> <ul style="list-style-type: none"> <li>• Continue to model the reading of informational texts with differing points of view, using print and digital sources</li> <li>• Demonstrate the use of context (e.g., cause/effect relationships and comparisons in text) to determine the meaning of words or phrases</li> <li>• Define grade-appropriate Greek and Latin affixes and roots as clues to the meaning of words (e.g., photograph, photosynthesis)</li> <li>• Consult reference materials, both print and digital, to determine the pronunciation and definitions of words and phrases</li> <li>• Continue independent reading of narratives</li> </ul> <p>3. Shared Reading</p> <p>4. Independent Reading</p>	<ul style="list-style-type: none"> <li>• Examine informational texts with differing points of view, using print and digital sources</li> <li>• Use of cause and effect/relationships and comparisons in texts to determine the meanings of words or phrases</li> <li>• Define grade-appropriate Greek and Latin affixes and as clues to the meaning of words (e.g., photograph, photosynthesis)</li> <li>• Consult reference materials, both print and digital to determine the pronunciation and definitions of words and phrases</li> <li>• Draft research-based persuasive essay including ongoing revision work with guidance from peers and adults incorporating:</li> </ul>	<p>affix root word definition pronunciation research-based</p>

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		<ol style="list-style-type: none"> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>)             <ul style="list-style-type: none"> <li>• Model the use of commas to:                 <ul style="list-style-type: none"> <li>○ Separate items in a series</li> <li>○ Separate an introductory element from the rest of the sentence</li> <li>○ Set off introductory words or phrases in a sentence</li> </ul> </li> <li>• Model the use of appropriate punctuation when writing titles</li> <li>• Model the use of reference materials to help spell words</li> <li>• Guide students to:                 <ul style="list-style-type: none"> <li>○ Continue writing persuasive essays responding to informational texts</li> <li>○ Angle writing, using reasons and evidence to support points and influence readers</li> <li>○ Incorporate facts, definitions, quotes, to support thesis</li> <li>○ Develop the topic using domain specific language and vocabulary</li> <li>○ Incorporate linking words</li> <li>○ Write strong conclusion</li> <li>○ Incorporate the use of commas and appropriate punctuation to support their writing</li> <li>○ Use reference materials to help spell unfamiliar words</li> <li>○ Incorporate multi-media elements (graphics, sound) and visual displays to support thesis</li> </ul> </li> </ul> </li> <li>8. Shared Writing/ Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, grammar, language</li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> </ol>	<ul style="list-style-type: none"> <li>○ Angle writing, use reasons and evidence to support points and influence readers</li> <li>○ Incorporate facts, definitions, quotes to support thesis</li> <li>○ Use commas and appropriate punctuation (e.g. separate items in a series, separate an introductory element from the rest of the sentence, set off introductory words or phrases in a sentence)</li> <li>○ Use print and digital reference materials to support pronunciation, definitions and spelling of words and phrases</li> <li>○ Incorporate elements of strong essay writing and structure             <ul style="list-style-type: none"> <li>▪ Incorporate cause/effect relationships and comparisons in text</li> <li>▪ Use linking words</li> <li>▪ Draft a strong conclusion</li> </ul> </li> <li>○ Use Domain-specific language and newly acquired vocabulary from texts read in writing</li> <li>○ Integrate multi-media elements (graphics, sound) and visual displays to support thesis</li> </ul> <ul style="list-style-type: none"> <li>• What type of multi-media elements can I use to support my thesis? How can I express my ideas more clearly?</li> </ul>	
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		14. Closure/ Share/ Reflection		
		<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons, guided reading</i>) <ul style="list-style-type: none"> <li>• Students read and provide feedback on published persuasive essays</li> </ul> </li> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction Writing (<i>mini-lessons including guided practice</i>) <ul style="list-style-type: none"> <li>• Publish and present essays, incorporating multi-media elements</li> </ul> </li> <li>8. Shared Writing/ Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, grammar, language</li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> <li>14. Closure/ Share/ Reflection</li> </ol>	<ul style="list-style-type: none"> <li>• Continue to draft, edit, revise research-based persuasive essay</li> <li>• Present persuasive essays, incorporating the elements of strong persuasive writing and multi-media elements</li> <li>• Provide feedback on the published persuasive essays of their peers</li> </ul> <p>How can reading critically help me understand what I am reading? How can I learn from providing feedback to other students about their writing?</p>	feedback
<b>DIFFERENTIATION</b>				
Possible strategies: audio text, extra time on tests, oral testing, highlight text and directions, alternate projects , tiered questioning, leveled readers				
<b>RESOURCES</b>				
Amistad Commission: <a href="http://state.nj.us/education/amistad">http://state.nj.us/education/amistad</a>				
Pearson Reading Street, iPad apps, novels/trade books, online sources				
<b>ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY</b>				
<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>		<b>21<sup>st</sup> Century Skills: Bold all that apply</b>		
<ol style="list-style-type: none"> <li>1. <b>Global Awareness</b></li> <li>2. Financial, Economic, Business and Entrepreneurial Literacy</li> <li>3. Civic Literacy</li> <li>4. Health Literacy</li> <li>5. Environmental Literacy</li> </ol>		<ol style="list-style-type: none"> <li>1. Creativity &amp; Innovation</li> <li>2. <b>Critical Thinking &amp; Problem Solving</b></li> <li>3. Communication &amp; Collaboration</li> <li>4. <b>Media Literacy</b></li> <li>5. Information Literacy</li> <li>6. Information, Communication &amp; Technology</li> <li>7. Life &amp; Career Skills</li> </ol>		
<b>Technology Infusion:</b>				

Lebanon Borough Public School Instructional Unit						
<b>Content:</b>	English Language Arts			<b>Grade:</b>	5	
<b>Trimester:</b>	3	<b>Unit Title:</b>	Mysteries		<b>Pacing:</b>	4-5 weeks
ESSENTIAL QUESTION						
<ul style="list-style-type: none"> <li>• How do I investigate an area of personal interest?</li> <li>• How do I express my ideas effectively to others?</li> <li>• Why is it important to use evidence from various texts to support my ideas and research?</li> </ul>						
TARGET STANDARDS						
<b>ELA NJSLS</b>	<b>I Can ...</b>					
W.5.5	Plan, revise, and edit my writing, and rewrite or try a different approach if needed					
W.5.7	Research different aspects of a topic using several sources					
W.5.9	Use evidence from various texts to support my ideas and research					
Instructional Progression						
	Selections/ Books	Must Do	Evidence of Learning	Vocabulary		
	The Mystery of Saint Matthew's Island by, Susan E. Quinlan,  The Truth About Austin's Amazing Bats by, Ron Fridell  The Hindenburg, by Patrick O'Briend  King Midas and the Golden Touch	<ol style="list-style-type: none"> <li>1. Read Aloud</li> <li>2. Direct Instruction (<i>mini-lessons, guided reading</i>)                             <ul style="list-style-type: none"> <li>• Introduce possible project choices and frameworks</li> <li>• Model possible frameworks for final project</li> </ul> </li> <li>3. Shared Reading</li> <li>4. Independent Reading</li> <li>5. Response to Text</li> <li>6. Confer with students</li> <li>7. Direct Instruction (<i>mini-lessons, guided writing</i>)                             <ul style="list-style-type: none"> <li>• Demonstrate writing a persuasive letter persuading your teacher to approve your project idea</li> <li>• Create project implementation plan</li> <li>• Demonstrate the use of visuals and the possible use of technology to create a multi-media presentation</li> </ul> </li> <li>8. Shared Writing/ Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, grammar, language</li> <li>11. Word Study</li> </ol>	<ul style="list-style-type: none"> <li>• Brainstorm about possible Genius Project ideas:                             <ul style="list-style-type: none"> <li>• Write a fan fiction story</li> <li>• Create an iMovie</li> <li>• Produce a multi-media book trailer</li> <li>• Write and perform a Readers Theater script</li> <li>• Write a fractured fairy tale</li> <li>• Create a poetry anthology</li> <li>• Post book reviews</li> <li>• Create book club discussion guides</li> <li>• Perform a Greek myth</li> <li>• Write and illustrate a graphic novel</li> <li>• Create a picture book for younger students in your school</li> </ul> </li> <li>• Demonstrate writing a persuasive letter persuading your teacher to approve your project idea</li> <li>• Create a project implementation plan</li> </ul>			



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		12. Vocabulary 13. Foundational Skills 14. Closure/ Share/ Reflection	which includes a time line <ul style="list-style-type: none"> <li>Demonstrate the use of visuals and the possible use of technology to create a multi-media presentation</li> </ul> Reflection: How can I plan, revise, and edit my writing, and rewrite or try a different approach if needed? How can I create a project implementation plan?	
Other mystery novels of student choice	1. Read Aloud 2. Direct Instruction ( <i>mini-lessons, guided reading</i> ) <ul style="list-style-type: none"> <li>Meet with individual students to monitor ongoing progress</li> </ul> 3. Shared Reading 4. Read Independently 5. Response to Text 6. Confer with students 7. Direct Instruction ( <i>mini-lessons, guided writing</i> ) <ul style="list-style-type: none"> <li>Meet with individual students to monitor ongoing progress</li> <li>Ongoing revision and editing of the written components of students' chosen projects</li> </ul> 8. Shared Writing/ Interactive Writing 9. Independent Writing 10. Conventions, grammar, language 11. Word Study 12. Vocabulary 13. Foundational Skills 14. Closure/ Share/ Reflection	<ul style="list-style-type: none"> <li>Read in the genre of students' chosen projects</li> <li>Revise and edit written components of chosen project</li> <li>Present visuals and/or multi-media presentation (if student has not already incorporated these into a previous assignment)</li> </ul> Reflection: How can I revise and edit my writing so that my readers understand the information?		
	1. Read Aloud 2. Direct Instruction ( <i>mini-lessons, guided reading</i> ) <ul style="list-style-type: none"> <li>Discuss and model framework for presenting projects</li> </ul> 3. Shared Reading 4. Independent Reading 5. Response to Text 6. Confer with students 7. Direct Instruction ( <i>mini-lessons, guided writing</i> ) <ul style="list-style-type: none"> <li>Discuss and model framework for providing supportive written feedback to peers</li> </ul>	<ul style="list-style-type: none"> <li>Discuss framework for presenting projects</li> <li>Present completed projects</li> <li>Provide supportive written feedback to peers</li> </ul> Reflection: How can I research different aspects of a topic using several sources? What tools can I use to ensure that I effectively present my project? How can I provide supportive feedback to my peers?		

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	<ol style="list-style-type: none"> <li>8. Shared Writing/ Interactive Writing</li> <li>9. Independent Writing</li> <li>10. Conventions, grammar, language</li> <li>11. Word Study</li> <li>12. Vocabulary</li> <li>13. Foundational Skills</li> <li>14. Closure/ Share/ Reflection</li> </ol>		
<b>DIFFERENTIATION</b>			
<p>Sample differentiation strategies include: use of audio texts, extra time on tests and assignments, complete fewer problems, tiered questioning techniques, alternate assessments, graphic organizers, leveled readers</p> <p>Additional strategies for Special Ed, ELL, and Academically Talented listed at end of this document</p>			
<b>RESOURCES</b>			
Amistad Commission: <a href="http://state.nj.us/education/amistad">http://state.nj.us/education/amistad</a>			
Pearson Reading Street text and iPad app,			
Online sources: Readworks.org, Newsela.com,			
iPad apps			
Unit videos			
<b>ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY</b>			
<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>		<b>21<sup>st</sup> Century Skills: Bold all that apply</b>	
<ol style="list-style-type: none"> <li>1. <b>Global Awareness</b></li> <li>2. Financial, Economic, Business and Entrepreneurial Literacy</li> <li>3. Civic Literacy</li> <li>4. Health Literacy</li> <li>5. Environmental Literacy</li> </ol>		<ol style="list-style-type: none"> <li>1. Creativity &amp; Innovation</li> <li>2. Critical Thinking &amp; Problem Solving</li> <li>3. <b>Communication &amp; Collaboration</b></li> <li>4. Media Literacy</li> <li>5. <b>Information Literacy</b></li> <li>6. Information, Communication &amp; Technology</li> <li>7. Life &amp; Career Skills</li> </ol>	
<b>Technology Infusion:</b>			
Pearson Reading Street iPad app, WriteAboutit app, other apps, Readworks.org, Newsela.com, unit videos, Smart Board lessons			

DIFFERENTIATION			
Special Education	ELL	I&RS	Academically Talented
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following I&amp;RS framework</li> <li>• I&amp;RS Intervention Bank</li> <li>• Foundations Double-Dose (Tier II)</li> <li>• LLI (Tier III)</li> <li>• FFI Skill Report: DRA On-Line</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Lit Lab</li> <li>• Read 180</li> <li>• System 44</li> <li>• <a href="http://www.interventioncentral.org/response-to-intervention">http://www.interventioncentral.org/response-to-intervention</a></li> </ul>	<ul style="list-style-type: none"> <li>• Contents should be modified: abstraction, complexity, variety, organization</li> <li>• Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>• Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>• Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>• Activities aligned with above grade level text using DRA results</li> <li>• Jr. Great Books Library Activities</li> <li>• <a href="#">NJDOE resources</a></li> </ul>
CROSS CURRICULAR RESOURCES			
The Amistad Commission's Literacy components for Primary Grades: <a href="http://njamistadcurriculum.net/">http://njamistadcurriculum.net/</a>			
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>			
ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY			
21 <sup>st</sup> Century/ Interdisciplinary Themes: <b>Bold all that apply</b>		21 <sup>st</sup> Century Skills: <b>Bold all that apply</b>	
<b>Global Awareness</b> Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> Media Literacy <b>Information Literacy</b> Information, Communication & Technology Life & Career Skills	

<b>Technology Infusion</b>				
<b>College and Career Readiness Anchor Standards</b>	<b>Reading</b>	<b>Writing</b>	<b>Language</b>	<b>Other</b>
<p>CCRA.W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRA.W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>Grade 5 Students RL/RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Grade 5 Students</p> <p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>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.</p>	<p>Grade 5 Students</p> <p>L.5.4.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>	<p>Smart Board Applications</p> <p>Audio Books</p> <p>Digital Books</p> <p>iPad apps</p> <p>Videos</p> <p>Online sources of informational text</p>

### **Evidence of Student Learning**

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Weekly tests, Unit tests, spelling tests
- Quizzes

### **Additional Texts**

Various levels of text provided by Raz Kids, Fountas & Pinnell leveled readers and leveled libraries.

## Career Ready Practices

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

## 9.1 Personal Financial Literacy

### 9.1.8.A.1

Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.

### 9.1.8.A.2

Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income. 9.1.8.B.1

Distinguish among cash, check, credit card, and debit card.

### 9.1.8.B.2

Construct a simple personal savings and spending plan based on various sources of income

### 9.1.8.C.1

Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each. 9.1.8.C.2

Compare and contrast the financial products and services offered by different types of financial institutions. 9.1.8.D.1

Determine how saving contributes to financial well-being. 9.1.8.D.2

Differentiate among various savings tools and how to use them most effectively. 9.1.8.E.1

Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2

Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so. 9.1.8.G.1

Explain why it is important to develop plans for protecting current and future personal assets against loss. 9.1.8.G.2

Determine criteria for deciding the amount of insurance protection needed

## 9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand

### B: Career Exploration Number Standard Statement

9.2.8.B.1 Research careers within the 16 Career Clusters<sup>®</sup> and determine attributes of career success.

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.

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.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online

### 3rd-6th Grade ELA Assessments

Formative	Summative	Benchmark	Alternative
Observations: language (listening and speaking), writing, application of taught skills.	Reading Street Weekly Tests	Amplify's mCLASS Text Reading Comprehension	Portfolios
Exit slips	NJSLA	DIBELS 8th Ed.	Rubrics
Observation checklists	End-of-unit projects	RAZ Kids Benchmark Assessments	Interviews
Student interviews	Portfolios	Fountas & Pinnell Running Records	Essays
Student work samples		Freckle ELA Benchmark Assessments	Performance tasks
Journals		Orton-Gillingham Benchmark Assessments	Observation
Self-assessments			Exhibitions and demonstrations
Self-reflections			Journals
Peer-to-peer evaluations			Teacher-created tests
Performance tasks			Self and peer evaluation
Seesaw Journal			Seesaw Journal