



**Totowa Public Schools**

**English Language Arts**

**Grade 5**

**Aligned to NJSLA 2020**

**BOE Adopted: 08/31/2002**

**Revised: 12/14/2022**

### Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Unit 1: Literature (“Holes”) (“Esperanza Rising”- Advanced)	8 Weeks	
Unit 2: Information (Non-Fiction) (“This Side of Wild”- Advanced)	6 Weeks	
Unit 3: Literature (“Number the Stars”) (“Elly: My True Story of the Holocaust”- Advanced)	8 Weeks	Lessons satisfy Holocaust & DEI Mandate
Unit 4: Literature (“The Egypt Game”) (“One Crazy Summer”- Advanced)	6 Weeks	
Unit 5: Literature (Fiction)	8 Weeks	Lessons satisfy DEI Mandate
		<a href="#"><u>Curricular Mandate List</u></a>

<b>Unit Title</b>	Unit 1 Title: “Holes” by Louis Sachar / “Esperanza Rising” by Pam Muñoz Ryan (Advanced)
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<p><i>Students will be able to answer a question about the text with strong support by quoting the text directly and making inferences from the text if necessary. Students will need to pay attention to the author’s word choice as well as understand the meaning of words and the author’s use of figurative language to paint a clear picture in the reader’s mind. Students will understand that literature contains themes, and they can be based on characters interactions or conflicts. Students will understand that there are interactions between story elements and events within a text as well as between differing texts throughout different genres. Students will be able to act out scripts, or theatrical productions to better understand how the usage of words support a clear picture. Point of view also plays a role in how events are described in a text and readers need to analyze different views of the same topic in order to completely understand.</i></p>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What makes a good friend?</li> <li>• What is fate, and do you believe in it?</li> <li>• How do your own actions shape your life?</li> <li>• What is fairness? How does each plot line develop this theme?</li> </ul> <p>“Esperanza Rising”</p> <ul style="list-style-type: none"> <li>• How do our experiences cause us to change and grow?</li> </ul>

	<ul style="list-style-type: none"> <li>• How can we effectively bring about change when faced with injustice in society?</li> <li>• What separates or segregates people from one another? What brings them together?</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Summarize and determine important information to synthesize.</li> <li>• Reading is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts.</li> <li>• Standard grammar and usage are important in making writing clear.</li> <li>• Explain the relationship between several characters and events in history.</li> <li>• References from texts provide evidence to support opinions made about why and how the text was developed and considers the content, organization, and form.</li> <li>• Answer questions by synthesizing information from various sources.</li> <li>• Authors make intentional word choices that are designed to produce a desired effect on the reader.</li> <li>• Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect.</li> <li>• Text features, text structures, and characteristics associated with different genres help the reader’s ability to make meaning of the text.</li> <li>• Developing vocabulary improves reading comprehension and involves knowledge of context clues and word structure.</li> <li>• Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make writing clear.</li> </ul>
<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Be able to determine the theme of a story.</li> <li>• Distinguish the different elements of drama.</li> <li>• Practice the skills of characterization.</li> <li>• Compare and contrast characters, settings, and events in a story.</li> <li>• Be able to find and use figurative language, specifically idioms.</li> <li>• Distinguish between formal and informal language.</li> </ul>

- Explain how a series of events fit together.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Microsoft Office 365, Computers, Internet, Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Novel, “Holes” and “Esperanza Rising”, CommonLit.org, ReadWorks.org, Khan Academy, Leveled Readers, <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>2016 New Jersey Student Learning Standards for English Language Arts</b>	

### Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text., , ,

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.,

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.,

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

### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.,

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.,

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.,

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

### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.,

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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.,

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

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.,

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

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text., , ,

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.,

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.,

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

#### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.,

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.,

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.,

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

#### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.,

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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence., , ,

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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.,

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.,

\*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Phonics and Word Recognition

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.

Fluency

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

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

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence., , , ,

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.W.5.1b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).W.5.1d. Provide a conclusion related to the opinion presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences., , , ,

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an



event sequence that unfolds naturally.W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively., , ,

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.SL.5.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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., , ,

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.,

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.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.,

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

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., , ,

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.L.5.1d. Recognize and correct inappropriate shifts in verb tense.\*L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.,

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.5.2a. Use punctuation to separate items in a series.\*L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.L.5.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the

sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening., , ,

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.,

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).L.5.4c. 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.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.,

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.L.5.5a. Interpret figurative language, including similes and metaphors, in context.L.5.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression., , ,

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).  
Language Progressive Skills,

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.L.3.3a. Choose words and phrases for effect.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).L.4.3a. Choose words and phrases to convey ideas precisely.\*L.4.3b. Choose punctuation for effect.

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate)
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

### **Interdisciplinary / 21st Century Connections**

#### **Connections and Skills**

- Global and Cultural Awareness
- Creativity and Innovation
- Information and Media Literacy
- Critical Thinking and Problem Solving

	<ul style="list-style-type: none"> <li>• Digital Citizenship</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>

<b>Unit Title</b>	Independent Non-Fiction Novel Study “This Side of Wild” by Gary Paulsen
<b>Unit Duration</b>	6 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will read a variety of informational texts including historical, scientific, technical, persuasive, and biological/ autobiographical selections. Skills include vocabulary development through context and reference resources; central idea and supporting details; comparing and contrasting texts, drawing conclusions, making inferences, and forming judgement; objective summary; use of literary devices, information presented in graphic form; critical and analytical thinking; collaborative discussion, and writing in response to short answers as well as open-ended questions.</i>
<b>Unit Goals</b>	

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do readers extract meaning from non-fiction text?</li> <li>• How do graphic features help in comprehending non-fiction?</li> <li>• How does reading informational text apply to daily life?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Answer questions citing specific information from texts and form answers based on information read from different texts in different genres or points of view.</li> <li>• Synthesize their ideas by distinguishing between main and supporting details and being able to summarize from different sources.</li> <li>• Support or oppose arguments based on information gathered from multiple sources and use this evidence to support their stance.</li> <li>• Think critically and creatively beyond the text.</li> <li>• Use comprehension strategies to enhance their understanding of a text.</li> <li>• Biography and autobiographies can be sources of inspiration and motivation.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Be able to determine a theme of a story.</li> <li>• Distinguish the different elements of drama.</li> <li>• Practice the skills of characterization.</li> <li>• Compare and contrast characters, settings, and events in a story.</li> <li>• Be able to find and use figurative language, specifically idioms.</li> <li>• Distinguish between formal and informal language.</li> <li>• Explain how a series of events fit together.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.

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<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	<p>Microsoft Office 365, Computers, Internet, Textbooks, Maps, Laptops, Smart Board, Primary &amp; Secondary Source Documents, CommonLit.org, ReadWorks.org, Khan Academy, Leveled Readers</p> <p>Select student novels and “This Side of the Wild”</p> <p><a href="#">Approved Class Resource List</a></p>
<b>Content &amp; Interdisciplinary Standards</b>	
<p><b>2016 New Jersey Student Learning Key Ideas and Details</b></p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text., , ,</p> <p>RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.,</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.,</p> <p>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).</p>	

### Craft and Structure

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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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.,

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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.,

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

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed., \*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.



## Phonics and Word Recognition

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.

## Fluency

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

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

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence., , ,

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.W.5.1b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).W.5.1d. Provide a conclusion related to the opinion presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences., , ,

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively., , ,

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.SL.5.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.SL.5.1d. Review the key ideas expressed and draw conclusions in light of

information and knowledge gained from the discussions.

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., , ,

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.,

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.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.,

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

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., , , ,

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

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.L.5.1b.

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.L.5.1d. Recognize and correct inappropriate shifts in verb tense.\*L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.5.2a. Use punctuation to separate items in a series.\*L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.L.5.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening., , , ,

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.,

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to

the meaning of a word (e.g., photograph, photosynthesis).L.5.4c. 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.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.,

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.L.5.5a. Interpret figurative language, including similes and metaphors, in context.L.5.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression., , , ,

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).

Language Progressive Skills,

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.L.3.3a. Choose words and phrases for effect.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).L.4.3a. Choose words and phrases to convey ideas precisely.\*L.4.3b. Choose punctuation for effect.

Reading: Literature

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

Reading: Informational Text

### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

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

### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

### Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

\*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

### Reading: Foundational Skills

#### Phonics and Word Recognition

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.

### Writing

#### Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

W.5.1a. 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.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

W.5.2a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e. Provide a conclusion related to the information of explanation presented.

#### Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

#### Range of Writing

NJSLSA.W10 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 tasks, purposes, and audiences.

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

#### Language

##### Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

##### Vocabulary Acquisition and Use

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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

L.5.5a. Interpret figurative language, including similes and metaphors, in context.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).

### **2020 SLS: Computer Science & Design Thinking**

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).

- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate)
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

### **Interdisciplinary / 21st Century Connections**

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Global and Cultural Awareness</li> <li>• Creativity and Innovation</li> <li>• Information and Media Literacy</li> <li>• Critical Thinking and Problem Solving</li> <li>• Digital Citizenship</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</li> <li>• 5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth</li> <li>• 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• Relationship Skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Awareness</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>
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<b>Unit Title</b>	“Number the Stars” by Lois Lowry “Elly: My True Story of the Holocaust” by Elly Gross (Advanced)
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will answer questions about the text with strong support by quoting from the text directly or making inferences from the text when necessary. Students will pay attention to the author’s word choice, understand the meaning of those words, and determine the meaning of figurative language used by the author to paint a picture in the reader’s mind. Students will gain an understanding of historical events and read about them in different genres (such as plays or scripts) and from different points of view. Students will continue to build skills with quoting directly from a text but will begin pulling information from multiple sources to defend their opinion.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What can individuals do to help shape a new government?</li> <li>• How can people’s differences of opinion lead to a revolution?</li> <li>• How do individual acts of bravery shape history?</li> <li>• What events or feelings would lead someone to fight for freedom?</li> <li>• How are patriotism and courage related?</li> <li>• How has the performing arts been influenced by history?</li> <li>• How does conflict impact the characters, plot, and theme of a reading?</li> <li>• How do authors help us draw comparisons between life today and life in another time period?</li> <li>• What literary devices help the reader gain a deeper understanding?</li> </ul>



	<ul style="list-style-type: none"> <li>• How can non-fiction text help readers better understand the events in historical fiction?</li> <li>• How and why are structure and mechanics important to writing?</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>• Summarize and determine important information to synthesize.</li> <li>• Reading is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts.</li> <li>• Standard grammar and usage are important in making writing clear.</li> <li>• Explain the relationship between several characters and events in history.</li> <li>• References from texts provide evidence to support opinions made about why and how the text was developed and considers the content, organization, and form.</li> <li>• Answer questions by synthesizing information from various sources.</li> <li>• Authors make intentional word choices that are designed to produce a desired effect on the reader.</li> <li>• Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect.</li> <li>• Text features, text structures, and characteristics associated with different genres help the reader’s ability to make meaning of the text.</li> <li>• Developing vocabulary improves reading comprehension and involves knowledge of context clues and word structure.</li> <li>• Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make writing clear.</li> </ul>
<p><b>Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Determine the cause and effect within a text</li> <li>• Find roles of visual elements and text and graphic features</li> <li>• Determine and understand facts and opinions</li> <li>• Identify and properly use tone</li> <li>• Identify and correctly use idioms</li> <li>• Understand how theatre and plays portray historical events.</li> </ul>

- Continue working with conclusions and generalizations and domain-specific vocabulary
- Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect
- Explain historical events in a comprehensive way
- Distinguish between main ideas and details
- Use flashbacks and foreshadowing to make predictions about the story
- Discuss and identify story themes
- Distinguish several different genres of fiction, including historical fiction, short stories, novel, folktale/legend/myth, and drama

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<b>Resources to Promote Learning</b>	

**Resources: Digital and Print**

Microsoft Office 365, Computers, Internet, Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, CommonLit.org, ReadWorks.org, Khan Academy, Leveled Readers  
Novel, “Number the Stars” and “Elly: My True Story of Holocaust”  
[Approved Class Resource List](#)

**Content & Interdisciplinary Standards**

**2016 New Jersey Student Learning Standards for English Language Arts**

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text., , ,

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.,

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.,

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

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.,

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.,

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.,

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

### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.,

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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.,

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

### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.,

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

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text., , ,

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.,

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.,

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

### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.,

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.,

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.,

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

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.,

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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.,

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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.,

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

Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed., \*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

Phonics and Word Recognition

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.

Fluency

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

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

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence., , , ,

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1d. Provide a conclusion related to the opinion presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences., , ,

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively., , ,

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. SL.5.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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., , ,

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.,

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.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.,

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

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., , ,

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.L.5.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.L.5.1d. Recognize and correct inappropriate shifts in verb tense.\*L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing., L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.L.5.2a. Use punctuation to separate items in a series.\*L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.L.5.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening., , ,

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.,

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).L.5.4c. 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.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.,

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.L.5.5a. Interpret figurative language, including similes and metaphors, in context.L.5.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression., , ,

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).

Language Progressive Skills,

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.L.3.3a. Choose words and phrases for effect.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).L.4.3a. Choose words and phrases to convey ideas precisely.\*L.4.3b. Choose punctuation for effect.

### **2020 SLS: Computer Science & Design Thinking**

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
- 9.4.5. CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
- 9.4.5. CT.1: Identify and gather relevant data that will aid in the problem-solving process



- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

### Interdisciplinary / 21st Century Connections

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Global and Cultural Awareness</li> <li>• Creativity and Innovation</li> <li>• Information and Media Literacy</li> <li>• Critical Thinking and Problem Solving</li> <li>• Digital Citizenship</li> </ul>
	<ul style="list-style-type: none"> <li>• 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</li> <li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>

<b>Unit Title</b>	“The Egypt Game”, by Zilpha Keatley Snyder “One Crazy Summer” by Savage Steve Holland (Advanced)
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<i>Students will answer questions about the text with strong support by quoting from the text directly or making inferences from the text when necessary. Students will pay attention to the author’s word choice, understand the meaning of those words, and determine meaning of figurative language used by the author to paint a picture in the reader’s mind. Students will gain an understanding of historical events and read about them in different genres (such as plays or scripts) and from different points of view. Students will continue to build skills with quoting directly from a text, but will begin pulling information from multiple sources to defend their opinion.</i>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does conflict impact the characters, plot, and theme of a reading?</li> <li>● How do authors help us draw comparisons between life today and life in another time period?</li> <li>● What literary devices help the reader gain a deeper understanding?</li> <li>● How can non-fiction text help readers better understand the events in historical fiction?</li> <li>● How and why are structure and mechanics important to writing?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>● Summarize and determine important information to synthesize.</li> <li>● Reading is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts.</li> <li>● Standard grammar and usage are important in making writing clear.</li> <li>● Explain the relationship between several characters and events in history.</li> <li>● References from texts provide evidence to support opinions made about why and how the text was developed and considers the content, organization, and form.</li> </ul>

	<ul style="list-style-type: none"> <li>• Answer questions by synthesizing information from various sources.</li> <li>• Authors make intentional word choices that are designed to produce a desired effect on the reader.</li> <li>• Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect.</li> <li>• Text features, text structures, and characteristics associated with different genres help the reader’s ability to make meaning of the text.</li> <li>• Developing vocabulary improves reading comprehension and involves knowledge of context clues and word structure.</li> <li>• Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make writing clear.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the author’s purpose and voice within a text</li> <li>• Understand the importance of visual elements, and literary devices</li> <li>• Determine the story structure to enhance understanding</li> <li>• Distinguish point of view, main ideas and supporting details, characterization, and theme</li> <li>• Decipher between fact and opinion</li> <li>• Understand the use and importance of dialogue within the text</li> <li>• Perform theatrical tasks to demonstrate understanding of reading.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.

<p><b>Alternative &amp; Benchmark</b></p>	<p>Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.</p> <p>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA</p> <p><a href="#">Formative, Summative, Alternative and Benchmark Assessments</a></p>
<p><b>Resources to Promote Learning</b></p>	
<p><b>Resources: Digital and Print</b></p>	<p>Microsoft Office 365, Computers, Internet, Textbooks, Maps, Laptops, Smart Board, Primary &amp; Secondary Source Documents, CommonLit.org, ReadWorks.org, Khan Academy, Leveled Readers          “The Egypt Game”, Novel and “One Crazy Summer”  <a href="#">Approved Class Resource List</a></p>
<p><b>Content &amp; Interdisciplinary Standards</b></p>	
<p><b>2016 New Jersey Student Learning Standards for English Language Arts</b></p>	
<p>Key Ideas and Details          NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text., , ,          RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.          NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.,          RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.          NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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).</p>	

### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.,

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.

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.,

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.,

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

### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.,

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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.,

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

### Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.,

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

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text., , ,

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.,

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

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.,  
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

#### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.,

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

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.,

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.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.,

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

#### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.,

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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.,

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).

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.,

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

#### Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed., \*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

## Phonics and Word Recognition

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.

## Fluency

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

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

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence., , ,

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.W.5.1b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).W.5.1d. Provide a conclusion related to the opinion presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences., , ,

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.W.5.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively., , ,

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.SL.5.1a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.SL.5.1d. Review the key ideas expressed and draw conclusions in light of

information and knowledge gained from the discussions.

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., , ,

NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.,

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.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.,

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

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking., , , ,

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

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.L.5.1b.

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.L.5.1c. Use verb tense to convey various times, sequences, states, and conditions.L.5.1d. Recognize and correct inappropriate shifts in verb tense.\*L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.,

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

Use punctuation to separate items in a series.\*L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.L.5.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening., , , ,

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.,

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

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to



the meaning of a word (e.g., photograph, photosynthesis).L.5.4c. 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.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.,

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.L.5.5a. Interpret figurative language, including similes and metaphors, in context.L.5.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression., , , ,

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).

Language Progressive Skills,

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.L.3.3a. Choose words and phrases for effect.L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).L.4.3a. Choose words and phrases to convey ideas precisely.\*L.4.3b. Choose punctuation for effect.

### **2020 SLS: Computer Science & Design Thinking**

- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate)
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

### Interdisciplinary / 21st Century Connections

<b>Connections and Skills</b>	<ul style="list-style-type: none"> <li>• Global and Cultural Awareness</li> <li>• Creativity and Innovation</li> <li>• Information and Media Literacy</li> <li>• Critical Thinking and Problem Solving</li> <li>• Digital Citizenship</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.</li> </ul>

<b>Unit Title</b>	Independent Fiction Novel Study
<b>Unit Duration</b>	8 Weeks

<b>Unit Summary &amp; Rationale</b>	<p><i>Students will continue answer questions with support by quoting directly from the text, paraphrasing, or making inferences. Students will use multiple texts and determine which provides the strongest support when answering a question. Students will understand that texts can have multiple themes and main ideas. Students continue to compare and contrast text on a deeper level by focusing on multiple characters, events, and settings and text structure to gain a stronger understanding of the text. Students will also analyze several points of view on the same topic as well as the importance of visual effects within the text.</i></p>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does conflict impact the characters, plot, and theme of a reading?</li> <li>• How do authors help us draw comparisons between life today and life in another time period?</li> <li>• What literary devices help the reader gain a deeper understanding?</li> <li>• How can non-fiction text help readers better understand the events in historical fiction?</li> <li>• How and why are structure and mechanics important to writing?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Summarize and determine important information to synthesize.</li> <li>• Reading is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts.</li> <li>• Standard grammar and usage are important in making writing clear.</li> <li>• Explain the relationship between several characters and events in history.</li> <li>• References from texts provide evidence to support opinions made about why and how the text was developed and considers the content, organization, and form.</li> <li>• Answer questions by synthesizing information from various sources.</li> <li>• Authors make intentional word choices that are designed to produce a desired effect on the reader.</li> <li>• Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect.</li> </ul>

	<ul style="list-style-type: none"> <li>• Text features, text structures, and characteristics associated with different genres help the reader’s ability to make meaning of the text.</li> <li>• Developing vocabulary improves reading comprehension and involves knowledge of context clues and word structure.</li> <li>• Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make writing clear.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Understand the importance and significance of event sequence within a story</li> <li>• Determine the meaning of figurative language and use it within their own writing</li> <li>• Analyze author’s word choice as well as point of view and theme</li> <li>• Determine the significance of visual elements and text and graphic features</li> <li>• Distinguish between main idea and details and cause and effect</li> <li>• Locate adages within the text and understand their meaning</li> <li>• Explain historical events</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
<b>Summative</b>	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
<b>Alternative &amp; Benchmark</b>	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.

	Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA <a href="#">Formative, Summative, Alternative and Benchmark Assessments</a>
<b>Resources to Promote Learning</b>	
<b>Resources: Digital and Print</b>	Microsoft Office 365, Computers, Internet, Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, CommonLit.org, ReadWorks.org, Khan Academy, Leveled Readers Selected student novels <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>2016 New Jersey Student Learning Standards for English Language Arts</b>	
<p>Reading: Literature Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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. NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 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. Range of Reading and Level of Text Complexity NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed. Reading: Informational Text</p>	

### Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

### Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

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

### Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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).

### Range of Reading and Level of Text Complexity

NJSLSA.R10 and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

\*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

### Reading: Foundational Skills

#### Phonics and Word Recognition

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.

#### Fluency

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

a. Read grade-level text with purpose and understanding.

#### Writing

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

#### Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

#### Range of Writing

NJSLSA.W10 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 tasks, purposes, and audiences.

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

Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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.

Language

Conventions of Standard English

NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).

NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

L.5.2a. Use punctuation to separate items in a series.\*

L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.

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

L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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).



- 8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
- 8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

### **2020 SLS: Career Readiness, Life Literacies, and Key Skills**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate)
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact

### **Interdisciplinary / 21st Century Connections**

#### **Connections and Skills**

- Global and Cultural Awareness
- Creativity and Innovation
- Information and Media Literacy
- Critical Thinking and Problem Solving

	<ul style="list-style-type: none"> <li>• Digital Citizenship</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.</li> <li>• 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Responsible Decision-Making</li> <li>• Self-Management</li> <li>• Relationship Skills</li> <li>• Social Awareness</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>

<b>Accommodations &amp; Modifications</b>		
<b>Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs</b>		
<b>Time/General</b>	<b>Processing</b>	<b>Comprehension</b>
<ul style="list-style-type: none"> <li>• Allow extra time</li> <li>• Repeat and clarify directions</li> <li>• Provide breaks in between tasks</li> <li>• Have student verbalize directions</li> <li>• Provide timelines/due dates for reports and projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extra response time</li> <li>• Have student verbalize steps</li> <li>• Repeat directions</li> <li>• Provide small group instruction</li> <li>• Include partner work</li> </ul>	<ul style="list-style-type: none"> <li>• Provide reading material on student's level</li> <li>• Have student underline important points</li> <li>• Assist student on how to use context clues to identify words/phrases</li> <li>• Ensure short manageable tasks</li> </ul>

<b>Tests/Quizzes/Grading</b>	<b>Behavior/Attention</b>	<b>Organization</b>
<ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<ul style="list-style-type: none"> <li>• Establish classroom rules</li> <li>• Write a contract with the student specifying expected behaviors</li> <li>• Provide preferential seating</li> <li>• Re-focus student as needed</li> <li>• Reinforce student for staying on task</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the student and provide reinforcement of directions</li> <li>• Verify the accurateness of homework assignments</li> <li>• Display a written agenda</li> </ul>

**ELL, Enrichment, Gifted & Talented Strategies**

Accommodations Based on Students' Individual Needs

ELL Strategies

- Provide explicit, systematic instruction in vocabulary.
- Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.
- Expose ELLs to rich language input.
- Scaffolding for ELLs language learning.
- Encourage continued L1 language development.
- Alphabet knowledge
- Phonological awareness
- Print awareness
- Design instruction that focuses on all of the foundational literacy skills.
- Recognize that many literacy skills can transfer across languages.
- English literacy development by helping ELLs make the connection between what they know in their first language and what they need to know in English.
- Graphic organizers
- Modified texts
- Modified assessments

- Written/audio instruction
- Shorter paragraph/essay length
- Homogeneously grouped by level

Accommodations Based on Students' Individual Needs:

Enrichment Strategies

- Evaluate vocabulary
- Elevate Text Complexity
- Incorporate inquiry based assignments and projects
- Extend curriculum
- Balance individual, small group and whole group instruction
- Provide tiered/multi-level activities
- Include purposeful learning centers
- Provide open-ended activities and projects
- Offer opportunities for heterogeneous grouping to work with age and social peers as well as homogeneous grouping to provide time to work with individual peers
- Provide pupils with experiences outside the 'regular' curriculum
- Alter the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- Require a higher quality of work than the norm for the given age group
- Promote higher level of thinking and making connections.
- Focus on process learning skills such as brainstorming, decision making and social skills
- Use supplementary materials in addition to the normal range of resources.
- Encourage peer to peer mentoring
- Integrate cross-curricular lessons
- Incorporate real-world problem solving activities
- Facilitate student-led questioning and discussions

## Gifted & Talented Strategies

- More elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Encourage exposure to, selection, and use of appropriate and specialized resources.
- Promote self-initiated and self-directed learning and growth.
- Provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Flexible pacing
- Use of more advanced or complex concepts, abstractions, and materials
- Encourage students to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity.
- Questions that require a higher level of response and/or open-ended questions that stimulate inquiry, active exploration, and discovery.
- Encourage students to think about subjects in more abstract and complex ways
- Activity selection based on student interests, that encourage self-directed learning
- Group interaction and simulations
- Guided self-management
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Engage students in active problem-finding and problem-solving activities and research.
- Provide students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.