



**Totowa Public Schools**

**Writing**

**Grade 5**

**Aligned to NJSL Standards**

**BOE Adopted: 08/31/2022**

**Revised 12/14/2022**

## Units of Study & Pacing Guide

<u>Unit of Study</u>	<u>Timeline</u>	<u>Notes</u>
Narrative Writing	8 Weeks	
Informational/Expository and Opinion Writing	8 Weeks	
Narrative/Personal Narrative Writing	6 Weeks	Lesson satisfies DEI Mandate
Informational/Expository and Opinion Writing	6 Weeks	
Informational/Expository Writing	8 Weeks	
		<a href="#">Curricular Mandate List</a>

<b>Title</b>	Narrative Writing
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<p>Students will focus on analyzing writing prompts and deciphering the task, audience, and purpose. Writers will follow the writing process of planning, writing, revising, and editing. The writer will establish a context and introduce a narrator and/or characters. The writer will use narrative techniques such as dialogue, pacing, and description to develop experiences and events or to show the responses of characters to certain situations. In order to manage the sequence of events and add detail, the writer will use transition words and phrases. Students will use concrete words and phrases to detail events throughout the writing. A conclusion will resolve the story problem/climax and include a lesson learned. The writer will demonstrate grade-appropriate conventions of language including spelling, punctuation, and capitalization. Students will concentrate on including compositional risks including sensory details, figurative language, sensory details, dialogue, and vocabulary. Students will work to develop and build their vocabulary. Students will learn the fundamentals of parts of speech including prepositions, interjections, and conjunctions.</p>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do writers determine what they are being asked to write?</li> <li>• How do writers develop a well written narrative?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Good writers develop reading skills to interpret writing prompts.</li> <li>• Good writers follow the writing process.</li> <li>• Good writers develop writing using story elements and compositional risks.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Analyze writing prompts to determine task, audience, and purpose.</li> <li>• Construct strong introductions that grab the reader's attention and state the purpose of the writing.</li> <li>• Create elaborate story sequence that details the plot of the story.</li> <li>• Produce powerful conclusion that solves the problem and states the lesson learned.</li> <li>• Demonstrate skills to revise and edit own writing.</li> <li>• Read writing prompts/tasks and decipher task, audience, and purpose.</li> <li>• Build powerful introduction paragraphs.</li> </ul>

- Write three body paragraphs adding appropriate details.
- Create a strong conclusion that brings writing to an ending.
- Apply knowledge of grammar to enhance writing skills.
- Determine and clarify meaning of unknown words to build vocabulary.
- Read text- complete writing piece incorporating facts from the story.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- Career Exploration – Students will explore a career of their choice (future career)

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, writing conferences, teacher observations.
<b>Summative</b>	Tests, Quizzes, Homework, Writing Prompts, Projects, Grammar Assessments
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. 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 &amp; Equipment Needed</b>	Textbooks, Vocabulary Workshop Books, Primary and Secondary Sources, Test Prep Materials, approved writing topics, notebooks, pencils, paper, approved reading articles. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2016 SLS: English/Language Arts</b>	
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.
- 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.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.5.2c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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.

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.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

#### 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.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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]”).
- W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

#### 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

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

#### Knowledge of Language

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.

#### 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.
- 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).

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.
- 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.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence

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

### **NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.
- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

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



**NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 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>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li> </ul>
<b>21<sup>st</sup> Century Connections</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> <li>• Creativity and Innovation</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Responsible Decision Making</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub-Competencies.docx</a></p>

<b>Title</b>	Informational/Expository/Opinion
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	Students will focus on informational/explanatory writing. Students will use real world experiences in writing to elaborate on specific topics. Students will use text-based materials to create a writing citing textual evidence to support ideas. The writer will include a strong introduction indicating the purpose of writing. Writer organizes ideas, concepts, and information in a logical order. The writer includes relevant facts,

	<p>definitions, details, quotations, or other information to develop thoughts indicated within writing. Transitions are used within writing to connect ideas within categories of details. A conclusion is included to summarize thoughts and ideas throughout the writing. Students will focus on opinion or argumentative writing. Students will read text and cite information from the text to support opinion. The writer introduces the piece by stating a strong opinion and supports this opinion with well-organized reasons and evidence. The writer uses words and phrases to clarify the relationship between reasons. The writer includes a concluding statement that supports their opinion and summarizes ideas from the writing. A formal writing style is established and maintained throughout complete writing. The writer demonstrates command of grade appropriate conventions including spelling, punctuation, and capitalization. Students will continue to work to develop and build their vocabulary.</p>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do good writers express themselves?</li> <li>• How does a writer support an opinion?</li> <li>• How does a good writer make connections?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Good writers determine the task of writing and form personal opinions.</li> <li>• Good writers use real facts and researched facts to show evidence that supports your position.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Interpret writing prompts and determine correct audience, task, and purpose.</li> <li>• Write to explanatory/informative prompts.</li> <li>• Write to opinion pieces.</li> <li>• Use evidence from resources to support opinions or ideas.</li> <li>• Read writing prompts/tasks and decipher task, audience, and purpose.</li> <li>• Build powerful introduction paragraphs including attention grabber, topic, opinion, and details.</li> <li>• Create a strong conclusion that brings writing to an ending.</li> <li>• Create writing pieces citing evidence from text.</li> <li>• Apply knowledge of grammar to enhance writing skills.</li> <li>• Determine and clarify meaning of unknown words to build vocabulary.</li> <li>• Read text- complete writing piece incorporating facts from the story.</li> </ul>

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, writing conferences, teacher observations.
<b>Summative</b>	Tests, Quizzes, Homework, Writing Prompts, Projects, Grammar Assessments
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. 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 &amp; Equipment Needed</b>	Textbooks, Vocabulary Workshop Books, Primary and Secondary Sources, Test Prep Materials, approved writing topics, notebooks, pencils, paper, approved reading articles. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2016 SLS: English/Language Arts</b>	
<p>Text Types and Purposes</p> <p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• 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.</li> <li>• W.5.1b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</li> <li>• W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> </ul>	

- W.5.1d. Provide a conclusion related to the opinion presented.

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.
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- W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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Production and Distribution of Writing

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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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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#### 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.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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]”).
- W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

#### 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

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

Knowledge of Language

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.

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.
- 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).

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

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

#### **NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.

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

#### **NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 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>21<sup>st</sup> Century Connections</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul> <p><a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></p>

<b>Title</b>	Narrative/Personal Narrative Writing
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	The writer will use narrative techniques such as dialogue, pacing, and description to develop experiences and events or to show the responses of characters to certain situations. In order to manage sequence of events, the writer will use transition words and phrases. Writers will use concrete words and phrases to detail events throughout the writing. A conclusion will resolve the story’s problem/climax and include a lesson learned. The writer will demonstrate grade-appropriate conventions of language including spelling, punctuation, and capitalization. Students will concentrate on including compositional risks including details, figurative language, sensory details, dialogue, and vocabulary. Students will continue to build on revising and editing skills. Students will work to develop and build vocabulary. Students will determine correct use



	of verb tenses within writings and practice proper use of commas within a sentence and change structure of sentences by combining, expanding, or reducing.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do writers incorporate compositional risks to improve writing?</li> <li>• How do writers determine when a story is taking place by using correct verb tense?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Good writers detail stories using figurative language, dialogue, vocabulary, and sensory details.</li> <li>• Good writers revise and edit writing before publishing or submitting.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Make personal connections to respond to prompt.</li> <li>• Incorporate compositional risks within writing.</li> <li>• Build revising and editing skills.</li> <li>• Comprehend proper verb use and apply this knowledge to own writing.</li> <li>• Understand use of commas within sentences and use correctly within writing.</li> <li>• Read writing prompts/tasks and decipher task, audience, and purpose.</li> <li>• Build powerful introduction paragraphs.</li> <li>• Write three body paragraphs adding appropriate details.</li> <li>• Create a strong conclusion that brings writing to an ending.</li> <li>• Apply knowledge of grammar to enhance writing skills.</li> <li>• Determine and clarify meaning of unknown words to build vocabulary.</li> <li>• Read text- complete writing piece incorporating facts from the story.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>• Students will have the opportunity to share their personal experiences and culture. (DEI)</li> </ul>
<b>Assessment Evidence</b>	

<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, writing conferences, teacher observations.
<b>Summative</b>	Tests, Quizzes, Homework, Writing Prompts, Projects, Grammar Assessments
<b>Alternative and Benchmark</b>	Alternative - Read to the student and chart oral responses. 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 &amp; Equipment Needed</b>	Textbooks, Vocabulary Workshop Books, Primary and Secondary Sources, Test Prep Materials, approved writing topics, notebooks, pencils, paper, approved reading articles. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2016 SLS: English/Language Arts</b>	
<p>Text Types and Purposes</p> <p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• 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.</li> <li>• W.5.1b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</li> <li>• W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>• W.5.1d. Provide a conclusion related to the opinion presented.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• 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.</li> </ul>	

- W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.5.2c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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.

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.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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]”).
- W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

#### 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

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

#### Knowledge of Language

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.

#### 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.
- 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).

**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.
- 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.

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

**NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

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

**NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 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>Science</b>	<ul style="list-style-type: none"> <li>• 5-LS2.A The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.3.5.Civics PD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li> </ul>
<b>21<sup>st</sup> Century Connections</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> <li>• Creativity and Innovation</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• <a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></li> </ul>

<b>Title</b>	Informational/Expository/Opinion
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	Students will focus on informational/explanatory writing. Students will use real world experiences in writing to elaborate on specific topics. Students will use text-based materials to create a writing citing textual evidence to complete writing. The writer includes a strong introduction indicating the purpose of writing. The writer includes relevant facts, definitions, details, quotations, or other information to develop points of writing and organizing these facts in a logical way.

	<p>Students will focus on opinion or argumentative writing. Students will read text and cite information from the text to support opinion. Write introduces the piece by stating a strong opinion and supports this opinion with well-organized reasons and evidence. The writer uses words and phrases to clarify the relationship between reasons. The writer includes a concluding statement that supports their opinion and establishes a formal writing style. The writer demonstrates command of grade appropriate conventions including spelling, punctuation, and capitalization. Students will reduce, expand, and combine sentences to add style to writing. Students will use appropriate affixes and roots to determine unknown word meanings and continue to build on vocabulary base. Students will continue to learn and use compositional risks correctly within writing including figurative language, dialogue, vocabulary, and sensory details.</p>
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do writers express their ideas and thoughts?</li> <li>• How do writers convey their opinion to their audience?</li> <li>• How do writers support their opinion or thoughts?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Good writers follow format for expository/opinion writing.</li> <li>• Good writers revise and edit writing before publishing or submitting.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Follow format of expository writing.</li> <li>• Answer opinion prompts and use textual evidence to support opinion.</li> <li>• Read a prompt and decide topic, format, and audience.</li> <li>• Be able to revise and edit individual writing.</li> <li>• Read writing prompts/tasks and decipher task, audience, and purpose.</li> <li>• Build powerful introduction paragraphs including attention grabber, topic, opinion, and details.</li> <li>• Create a strong conclusion that brings writing to an ending.</li> <li>• Create writing pieces citing evidence from text.</li> <li>• Apply knowledge of grammar to enhance writing skills.</li> <li>• Determine and clarify meaning of unknown words to build vocabulary.</li> <li>• Read text- complete writing piece incorporating facts from the story.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>



- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, writing conferences, teacher observations.
<b>Summative</b>	Tests, Quizzes, Homework, Writing Prompts, Projects, Grammar Assessments
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. 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 &amp; Equipment Needed</b>	Textbooks, Vocabulary Workshop Books, Primary and Secondary Sources, Test Prep Materials, approved writing topics, notebooks, pencils, paper, approved reading articles. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2016 SLS: English/Language Arts</b>	
<p>Text Types and Purposes</p> <p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• 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.</li> <li>• W.5.1b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</li> <li>• W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>• W.5.1d. Provide a conclusion related to the opinion presented.</li> </ul>	

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.5.2c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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.

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.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

### 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.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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]”).
- W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### 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

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

#### Knowledge of Language

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.

#### 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.
- 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).

#### 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.
- 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.

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

#### **NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

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

#### **NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 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>21<sup>st</sup> Century Connections</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> <li>• Creativity and Innovation</li> </ul>
<b>SEL</b>	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• <a href="#">New Jersey Social and Emotional Learning Competencies and Sub Competencies.docx</a></li> </ul>

<b>Title</b>	Informational/Expository
<b>Unit Duration</b>	8 Weeks
<b>Unit Summary &amp; Rationale</b>	<p>Students will focus on informational/explanatory writing. Students will use real world experiences in writing to elaborate on specific topics. Students will use text-based materials to create a writing citing textual evidence to complete writing. The writing includes a strong introduction indicating the purpose of writing. The writer includes relevant facts, definitions, details, quotations, or other information to develop points of writing and organizing these facts in a logical way.</p> <p>Students will focus on opinion or argumentative writing. Students will read text and cite information from the text to support opinion. Write introduces the piece by stating a strong opinion and supports this opinion with well-organized reasons and evidence. The writer uses words and phrases to clarify the relationship between reasons. The writer includes a concluding statement that supports their opinion and establishes a formal writing style. The writer demonstrates command of grade appropriate conventions including spelling, punctuation, and capitalization. Students will conduct research projects, type information using keyboard skills, and include multimedia components to enhance presentation.</p>

	Students will continue to expand their vocabulary base and define key words linked to text based writing.
<b>Unit Goals</b>	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do good writers support their position using facts and connections?</li> <li>• How do good researchers collect and display information?</li> <li>• How do good researchers use technology correctly?</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Good writers support position with real world connections and textual based facts.</li> <li>• Good writers know the importance of acquiring credible information and presenting successfully to an audience.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Write an informative or explanatory piece.</li> <li>• Support writing using evidence from text or real-world connections.</li> <li>• Acquire skills to research and gather information about a specific topic.</li> <li>• Navigate using the internet to obtain information and create presentations that will accurately present information.</li> <li>• Read writing prompts/tasks and decipher task, audience, and purpose.</li> <li>• Build powerful introduction paragraphs including attention grabber, topic, opinion, and details.</li> <li>• Create a strong conclusion that brings writing to an ending.</li> <li>• Create writing pieces citing evidence from text.</li> <li>• Apply knowledge of grammar to enhance writing skills.</li> <li>• Determine and clarify meaning of unknown words to build vocabulary.</li> <li>• Read text- complete writing piece incorporating facts from the story.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative</b>	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, writing conferences, teacher observations.

<b>Summative</b>	Tests, Quizzes, Homework, Writing Prompts, Projects, Grammar Assessments
<b>Alternative and Benchmark</b>	<p>Alternative - Read to the student and chart oral responses. 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 &amp; Equipment Needed</b>	Textbooks, Vocabulary Workshop Books, Primary and Secondary Sources, Test Prep Materials, approved writing topics, notebooks, pencils, paper, approved reading articles. <a href="#">Approved Class Resource List</a>
<b>Content &amp; Interdisciplinary Standards</b>	
<b>NJ 2016 SLS: English/Language Arts</b>	
<p>Text Types and Purposes</p> <p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</li> <li>• 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.</li> <li>• W.5.1b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</li> <li>• W.5.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>• W.5.1d. Provide a conclusion related to the opinion presented.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• 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.</li> <li>• W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> </ul>	



- W.5.2c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- 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.

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.

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.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.

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]”).
- W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

#### 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

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

#### Knowledge of Language

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.

#### 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.
- 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).

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.
- 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.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

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

**NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
- 8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.

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

**NJSLS Performance Expectations (By the end of 5<sup>th</sup> Grade)**

- 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
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- 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>Social Studies</b>	<ul style="list-style-type: none"> <li>• 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.</li> </ul>
<b>21<sup>st</sup> Century Connections</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Collaboration and Teamwork</li> <li>• Problem Solving</li> </ul>

**Accommodations & Modifications**

**Special Education Students, 504 students, English Language Learners, Students at-Risk Based on Students' Individual Needs**

<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>

<p style="text-align: center;"><b>Tests/Quizzes/Grading</b></p> <ul style="list-style-type: none"> <li>• Provide extended time</li> <li>• Provide study guides</li> <li>• Limit number of responses</li> </ul>	<p style="text-align: center;"><b>Behavior/Attention</b></p> <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>	<p style="text-align: center;"><b>Organization</b></p> <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>
<b>ELL, Enrichment, Gifted &amp; Talented Strategies</b>		
<p>Accommodations Based on Students' Individual Needs</p> <p>ELL Strategies</p> <ul style="list-style-type: none"> <li>• Provide explicit, systematic instruction in vocabulary.</li> <li>• Ensure that ELLs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.</li> <li>• Expose ELLs to rich language input.</li> <li>• Scaffolding for ELLs language learning.</li> <li>• Encourage continued L1 language development.</li> <li>• Alphabet knowledge</li> </ul>		

- 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 groupings 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.