Kenilworth Public Schools
Curriculum Guide

Content Area: ELA Readers Workshop
Grade: 5
BOE Approved: 2/13/23

Revision Date: N/A
Submitted by: Renee Jernigan
BOE Revision Approved: N/A

Class Name - Reading Scope and Sequence Grade Level - 5 Revision Date: 2022-2023			
Unit 1- Reading Fundamentals Launching	Unit 2- Nonfiction	Unit 3- Fiction	Unit 4- Poetry
September - October	October - December	January - March	April - June
Unit Description: The Reading Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshops. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations	*Unit Description:* Students will develop passions for locating information, finding answers, and deepening their understanding of the nonfiction topics they are reading and learning about. This unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they are reading about. It will also address the challenges of reading nonfiction, as well as ways to work through difficult text—essential skills for any reader.	*Unit Description:* By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.	*Unit Description:* Poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. Through the use of rhyme, imagery, and figurative language, readers are exposed to literary devices that remain in their thoughts and create opportunities for reflection and celebration.

connected to the books they are sharing.			
Unit Targets: Students will be able to… ● follow the expectations and routines for ● participating in a reading community. ● grow and understand himself as a reader ● self-select appropriate texts ● use fix-up strategies to clear up confusion. ● activate schema before reading to help make connections and build understanding ● participate in accountable and collaborative conversations in order to share thinking and grow ideas together. ● follow agreed-upon rules for discussions. ● use different strategies to collect thinking and questions to begin meaningful conversations. ● ask questions and use textual	*Unit Targets:* Students will be able to… ● -Identify different types of nonfiction texts ● -Identify author's message/purpose ● -Activate prior knowledge and make connections before, during, and after reading nonfiction texts ● -Recognize and use text features to determine the importance and deepen understanding of nonfiction texts ● -Identify main ideas and key supporting details in nonfiction texts ● -Identify key signal words and elements of nonfiction text structures (description, compare/contrast, chronological, problem/solution, and cause/effect)	*Unit Targets:* Students will be able to… ● -Recognize the features of common types of fiction texts: fantasy, realistic, and traditional literature (e.g. folktales, fables, fairy tales, myths, etc.) ● - Draw inferences and cite evidence from the text to support analysis ● - Identify the chronological text structure of fiction stories and techniques for showing the passage of time. ● - Identify how a story's plot is comprised of a series of scenes that cause character change and lead to the resolution of the conflict. ● - Explain the plot structures in a fiction text and how the parts fit together to form the whole story.	*Unit Targets:* Students will be able to… ● Activate prior knowledge and use context clues to figure out unfamiliar words and phrases ● Build meaning by doing a "close reading" ● Read a poem line by line and stanza by stanza to infer meaning ● Monitor for meaning and use fix-up strategies when meaning breaks down. ● Identify the theme of a poem by using key details from the text ● Recognize and use distinguishing text features (line breaks, white space, bold print, rhythm) to read fluently, with expression and understanding.

evidence during a conversation to develop, support, and defend an idea about a text. ● track the time and amount read in order to learn and reflect about herself as a reader. ● keep a running list of books to read to grow as a reader. ● recognize the importance of book recommendations, keep track of interesting titles, and identify books that support a "book talk". ● jot down ideas and share them with a partner using the rules for discussions ● identify the elements of a story as a strategy to deepen my understanding of a text. ● compare and contrast characters to deepen my understanding of a text. ● reflect on my reading logs to better understand my own stamina and pacing ● use text features and text structures to determine the main idea of a nonfiction text. ● reflect on himself as a reader and set goals for future reading work.	● -Identify facts within literary nonfiction ● -Uses a variety of strategies to figure out unfamiliar words while reading	● - Determine the meaning of nonliteral words and phrases as they are used in a text. ● - Monitor for understanding and use fix-up strategies to clear up confusion. ● - Ask questions to clarify thinking and deepen understanding.	● Determine the poet's purpose or inspiration for writing the poem and uses this information to build meaning about the poet's big idea or message. ● Draw inferences and uses evidence from the text to support the questions or conclusions that are drawn. ● Understand the use of figurative language (similes, metaphors) and uses this information to build understanding. ● Compare and contrast structural elements of poems. ● Compares and contrasts common themes in different poems.

Kenilworth Public Schools

Class Name: Reading Curriculum
Grade Level: 5
Revision Date: 2022-2023

Unit 1- Launching Reader's Workshop

Pacing/Days: September - October

Unit Summary: The Reading Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshops. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.

Learning Targets

Unit Big Idea: Reading Workshop

Unit Enduring Understandings:	**Unit Essential Questions:**
● Readers get to know their own identities, habits, and routines as they develop skills and strategies across a variety of texts.	● How do students develop an understanding of themselves as readers?

Student Learning Targets:	**Evidence of Learning:**
Students will be able to…	
● follow the expectations and routines for	● A compilation of assessments and teaching resources for students and teachers to evaluate and track reading and writing acquisition.
● participating in a reading community.	
● grow and understand himself as a reader	
● self-select appropriate texts	
● use fix-up strategies to clear up confusion.	
● activate schema before reading to help make connections and build understanding	
● participate in accountable and collaborative conversations in order to share thinking and grow ideas together.	
● follow agreed-upon rules for discussions.	
● use different strategies to collect thinking and questions to begin meaningful conversations.	
● ask questions and use textual evidence	

during a conversation to develop, support, and defend an idea about a text. ● track the time and amount read in order to learn and reflect about herself as a reader. ● keep a running list of books to read to grow as a reader. ● recognize the importance of book recommendations, keep track of interesting titles, and identify books that support a "book talk". ● jot down ideas and share them with a partner using the agreed-upon rules for discussions ● identify the elements of a story as a strategy to deepen my understanding of a text. ● compare and contrast characters to deepen my understanding of a text. ● reflect on my reading logs to better understand my own stamina and pacing ● do a close reading of a poem to determine what the poet is really saying. ● use text features and text structures to determine the main idea of a nonfiction text. ● reflect on herself as a reader and set goals for future reading work.	

Unit Summative Assessment:

Formative Assessments

● Must be ongoing and graded weekly. Primary assessments: quizzes, exit tickets, notebook checks, homework, graphic organizers, conferring, self-evaluations, class discussions, and draft work.

● Assessment of Key Comprehension Strategies

● Running Record

● Where Are My Students in the Reading Process

● Launching Grade 5 Student Performance Checklist

● Book Shopping

● Conferring

- Conference
- Questions
- Student Forms

NJSLS Standards: NJSLS Standards: (READING STANDARDS FOR LITERATURE

Key Ideas and Details

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.

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

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

characters interact).

Craft and Structure

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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

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., the 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

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

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

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.

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

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

Range of Reading and Level of Text Complexity

RI.5.10: By the end of the year, read and comprehend literary nonfiction at grade level text complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

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 the task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

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 various strategies.

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

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WRITING STANDARDS

Range of Writing

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.

Career Readiness, Life Literacies, and Key Skills (CLKS):

 9.2 Career Awareness, Exploration, and Preparation

● CRP1. Act as a responsible and contributing citizen and employee.

● CRP2. Apply appropriate academic and technical skills

● CRP4. Communicate clearly and effectively and with reason

● CRP6. Demonstrate creativity and innovation.

● CRP11. Use technology to enhance productivity.

Primary Interdisciplinary Connections:

 ● Ask students to bring in some information about Michael Jordan (from their school or public library or online) to help the class understand why Greenfield would have chosen him as inspiration for her text. 8.1.5.A.1, CRP4, W.5.2.A

● The speaker in For the Love of the Game loves the game of basketball, and it is his or her life's passion. Ask students to write in their Reading Notebooks about something they are passionate about.

Computer Science and Design Thinking Standards 8.1.5.A.2 Format a document using a word processing application to enhance the text and include graphics, symbols and/ or pictures.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social

Climate Change Standards:

- 3-ESS2-2: Obtain and combine information to describe climates in different regions of the world.
- 6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action.

ELA Companion Standards: 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.

Lesson Plans	
Teaching Points & Learning Activities	*Timeframe*
Reading Fundamentals: Launching Novel: Teacher read aloud Reading Notebook Lesson Pacing: Read Aloud Lesson 1 and the 1st Part of Lesson 2 - What is Reading Workshop? "The Hard Times Jar"	September - October

Read Aloud Lesson 2 (2-day lesson) - Our Reading Identities "Old Henry" - Notebook and Teach them how to Stop and Jot

Read Aloud Lesson 3 -Crafting a Reading Life, "When Jessie Came Across the Sea" choosing books

Mini Lesson 1 - Studying Ourselves as Readers, (track stamina as a class) "My Life in Dog Years"

Read Aloud Lesson 4 - Understanding Means Thinking, "My Life in Dog Years", "Cookie: A Dedication.

Read Aloud Lesson 5 - Activating Schema, "For the Love of the Game: Michael Jordan and Me."

Mini Lesson 5 - Elements of a Story, "A Day's Work," "Cat Clues"

Mini Lesson 6 - Examining Characters, "When Jessie Came Across the Sea"

During Class Novels:

Mini-Lesson 3

Mini-Lesson 4

Read Aloud Lesson 7 - Getting Ready to Begin, "My Life in Dog Years," "Josh: The Smartest Dog in the World"

Read Aloud Lesson 8 - Growing Ideas Through Conversations, "A Day's Work

Mini-Lesson 9: Finding the Main Idea "Waiting for Miss Liberty"

Mini-Lesson 8: Uncovering the Meaning of a Poem "For the Love of the Game"

Teacher Resources & Student Tools	Teacher Note
Mentor Texts ● *A Day's Work* ● *For the Love of the Game* ● *The Hard Times Jar* ● *My Life in Dog Years* ● *Old Henry* **TeacherResources** ●Activating Schema (Teacher Reference) ●Elements of a Story (TR) ●Venn Diagram(TR) ●Reading Log Reflection(TR) **StudentForms** ●Reading Interview ●Reading Notebook Checklist:Phase One ●Reading Logs ●My Bookshelf ●Reading Log ●Sample Weekly ReadingLog ●Reading Log Reflection ●My Reading Life: Reflection Tools : Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKs, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes, Actively Learn, Dreamscape, Blooket, Scholastic News, Epic	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology

- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2 - Nonfiction
Pacing/Days: October - December
Unit Summary: Students will develop passions for locating information, finding answers, and deepening their understanding of the nonfiction topics they are reading and learning about. This unit will help students learn and apply specific reading skills and strategies that will enable them to discover facts, identify big ideas, and learn new information about the topics they are reading about. It will also address the challenges of reading nonfiction, as well as ways to work through difficult text—essential skills for any reader.

Learning Targets	
Unit Big Idea: Nonfiction	
Unit Enduring Understandings:	**Unit Essential Questions:**

● Readers get to know that nonfiction texts encompass reference, literary, and biography texts, and provide facts and information that sparks curiosity and open students' eyes to new worlds and different points of view.	● What do readers use in order to recognize different types and structures of nonfiction?
Student Learning Targets: Students will be able to… ● -Identify different types of nonfiction texts ● -Identify author's message/purpose ● -Activate prior knowledge and make connections before, during, and after reading nonfiction texts ● -Recognize and use text features to determine the importance and deepen understanding of nonfiction texts ● -Identify main ideas and key supporting details in nonfiction texts ● -Identify key signal words and elements of nonfiction text structures (description, compare/contrast, chronological, problem/solution, and cause/effect) ● -Identify facts within literary nonfiction ● -Uses a variety of strategies to figure out unfamiliar words while reading	**Evidence of Learning:** ● Graphic Organizer ● Summative Assessments: Excerpt from Zoobooks: Dolphins (part 1) ● -Summative Assessment: Excerpt from Zoobooks: Dolphins (part 2) ● -Interim Assessments: Hunting for Sounds & Alaska (optional)

Unit Summative Assessment:
Nonfiction Grade 5 Summative Assessment, STAR Assessment, STAR Progress Monitoring
Formative: Assessment of Key Comprehension Strategies, My Reading Log
and Reflection 3-5, Running Record, Where Are My Students in the Reading Process?,
Conference Notes, Nonfiction Grade 3-5 Student Performance Checklist, Grade 5 Nonfiction
Reading Assessment - Alaska: The Transfer of a Great Land, Running Records, Conferring

NJSLS Standards: (Key Ideas and Details

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.

RI.5.2: Determine two or more main ideas of a text and explain how key details support them; summarize the text.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical

text based on specific information in the text.

Craft and Structure

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.

RI.5.5: Compare and contrast the organizational structure of events, ideas, concepts, or information (e.g., chronology, comparison, cause/effect,

problem/solution) in two or more texts.

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

Integration of Knowledge and Ideas

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.

RI.5.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support

which point(s).

RI.5.9: Integrate 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

RI.5.10: By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others'

ideas and expressing their own clearly.

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

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 various strategies.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal

contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WRITING STANDARDS

Range of Writing

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.

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.2 Career Awareness, Exploration, and Preparation

● CRP1. Act as a responsible and contributing citizen and employee.

● CRP2. Apply appropriate academic and technical skills

● CRP4. Communicate clearly and effectively and with reason

● CRP6. Demonstrate creativity and innovation.

● CRP 11. Use technology to enhance productivity.

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

Primary Interdisciplinary Connections:

Students write a response to Arrowhawk in their Reading Notebooks. Have them respond to these questions: How did this book make you

feel? What are some things that you learned or are left thinking about? W.5.9, CRP4

 Using either A Warmer World or another nonfiction text, have pairs of students write and present a newscast acting as investigative

reporters, summarizing the "who," "what," "where," "when," "why," and "how" elements of their chosen texts.W.5.1.B, CRP4

 Ask students to create a timeline and write a one-page biography of an important person in their lives. Have them use key signal words

and make sure they tell the events in chronological order.W.5.2.A, W.5.9

Computer Science and Design Thinking Standards:

8.1.5.A.2 Format a document using a word processing application to enhance the text and include graphics, symbols, and/ or pictures.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

Climate Change Standards:

- 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.
- 3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
- 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change on humans.

ELA Companion Standards:

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.

Lesson Plans	
Teaching Points & Learning Activities	*Timeframe*
Students will: IRA 1 - 8 ● recognize the similarities and differences among genres and sub-genres (fiction, poetry, and nonfiction). ● can identify and use text features to find and understand key information in a text. ● identify and use text structures to find and understand key information in a text. ● can ask and answer questions to activate schema, build understanding, and monitor comprehension. ● can use strategies to figure out unknown words ● determine the author's purpose and how it helps to learn about the topic. ● identify the central/main/big idea and supporting details.	October - December

● monitor understanding of a text ● summarize key ideas of a text to demonstrate understanding ML 1 - 10 ● ask and answer questions to activate schema, build understanding, and monitor comprehension ● identify and use text features to find and understand key information in a text. ● identify the central/main/big idea and supporting details of a nonfiction text ● identify and use the problem and solution text structure to support comprehension ● identify and use the problem and solution text structure to support comprehension ● identify and use the chronological text structure to support comprehension. ● pull out factual information from a story. ● use strategies to figure out unknown words ● identify when my comprehension breaks down and use fix-up strategies to clarify confusion ● sort through and reflect on information from several texts on the same topic in order to write or speak about the subject. DEI - https://www.learningforjustice.org/classroom-resources/lessons/exploring-young-immigrant-stories https://www.learningforjustice.org/classroom-resources/lessons/understanding-my-familys-history	
Teacher Resources & Student Tools	***Teacher Note***
●WhatWeNotice AboutNonfiction (Teacher Reference) ●Structures of Nonfiction(TR) ●AskingQuestions WhileReading Nonfiction(TR) ●UnlockingMeaning (TR) ●TouringtheText (TR) ●Problem and SolutionText Structure(TR) ●CauseandEffect TextStructure(TR) ●Chronological Structure(TR) ●Facts vs Fiction (TR) ●BuildingVocabulary (TR) ●Comparing and Contrasting NonfictionTexts (TR)	

Kenilworth School Curriculum 2023

Tools : Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKs, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes, Actively Learn, Dreamscape, Blooket, Scholastic News, Epic	

Differentiating Instruction:
Students with Disabilities, English Language Learners,
and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:
• Use of visual and multisensory formats
• Use of assisted technology
• Use of prompts
• Modification of content, student products, and assessment tools (rubrics for example)
• Testing accommodations
• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:
• Adjusting the pace and content of lessons
• Curriculum compacting
• Inquiry-based instruction
• Independent study
• Higher-order thinking skills
• Interest-based content
• Student-driven instruction
• Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
• Pre-teaching of vocabulary and concepts
• Visual learning, including graphic organizers
• Use of cognates to increase comprehension
• Teacher modeling
• Pairing students with beginning English language skills with students who have more advanced English language skills
• Scaffolding
•Word walls
•Sentence frames
•Think-pair-share
•Cooperative learning groups

Unit 3 Fiction
Pacing/Days: January - March
Unit Summary: By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

Learning Targets

Unit Big Idea: Fiction

Unit Enduring Understandings:	**Unit Essential Questions:**
● Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological, or realistic subgenres.	● What do readers use in order to recognize different types and structures of fiction?
Student Learning Targets: Students will be able to… ● -Recognize the features of common types of fiction texts: fantasy, realistic, and traditional literature (e.g. folktales, fables, fairy tales, myths, etc.) ● - Draw inferences and cite evidence from the text to support analysis ● - Identify the chronological text structure of fiction stories and techniques for showing the passage of time. ● - Identify how a story's plot is comprised of a series of scenes that cause character change and lead to the resolution of the conflict. ● - Explain the plot structures in a fiction text and how the parts fit together to form the whole story.	**Evidence of Learning:** ● Graphic Organizer ● Summative Assessments: Cobra Kite ● Summative Assessment: The School Strike

| ● - Determine the meaning of nonliteral words and phrases as they are used in a text.
● - Monitor for understanding and use fix-up strategies to clear up confusion.
● - Ask questions to clarify thinking and deepen understanding. | |

Unit Summative Assessment:

Fiction Grade 5 Summative Assessment - Cobra Kite and The School Strike, STAR Assessment, STAR Progress Monitoring,

New Jersey State Learning Standards

NJSLS Standards:

READING STANDARDS FOR LITERATURE

Key Ideas and Details

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.

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

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

Craft and Structure

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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

Integration of Knowledge and Ideas

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., the 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

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

SPEAKING AND LISTENING
Comprehension and Collaboration
SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Presentation of Knowledge and Ideas
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 the task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS
Vocabulary Acquisition and Usage
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 various strategies.
L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Career Readiness, Life Literacies, and Key Skills (CLKS)
● CRP1. Act as a responsible and contributing citizen and employee.
    ● CRP2. Apply appropriate academic and technical skills
    ● CRP4. Communicate clearly and effectively and with reason
    ● CRP6. Demonstrate creativity and innovation.
    ● CRP 11. Use technology to enhance productivity.
    ● CRP12. Work productively in teams while using cultural global competence.

Primary Interdisciplinary Connections:
● Have students summarize a movie or television show and consider how directors show movement between scenes and the passage of time. They should be prepared to discuss this as a class. SL.5.2, CRP4

● Students work in partnerships and go on a scavenger hunt in the classroom library to locate fiction texts that use first-, second-, and third-person points of view. Each partnership will present to the class SL 5.1, SL.5.4,

● Have students create a timeline of events from their independent reading texts, using the temporal words to guide them through the sequence of events. Invite students to retell

the sequence of events during group share. W.5.2.D, W.5.3, L.5.3.C

Computer Science and Design Thinking Standards:

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. 8.1.5.A.2 Format a document using a word processing application to enhance the text and include graphics, symbols, and/ or pictures. 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

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

Climate Change Standards:

- 1.4.5.Cn11a: Identify, respond to, and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

ELA Companion Standards: 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.

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Lesson Plans	
Teaching Points & Learning Activities	*Timeframe*
IRA - 1- 8

Students will

- identify the purpose of all fiction is to entertain.
- identify that many types of fiction share similar characters
- recognize that fiction is often structured chronologically
- identify story elements to deepen understanding
- analyze characters by paying attention to their actions, thoughts, and dialogue
- identify details that reveal a character's traits.
- consider how who is telling the story (POV) affects how the story is being told
- consider the effect the historical setting has on the characters and the conflict
- identify and discuss the features and the message of a fairy tale.
- recognize which themes are addressed in a realistic fiction story.

ML 1 - 10

- ask and answer questions to check for understanding.
- identify a variety of ways that writers signal time passing to build my understanding of a story
- identify temporal words, phrases, and
- sentences that show the passage of time
- identify different types of characters and examine the changes that happen to characters in a story.
- analyze fiction stories to understand how
- the conflict affects the plot and characters.
- create a visual representation of a plot diagram to monitor and deepen my understanding of a story.
- determine how the elements of drama and the elements of a story are presented in a play.
- use different strategies to determine the meaning of unfamiliar words. | January - March |

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- determine the theme of a story by - analyzing the details of the story. - compare stories with similar themes DEI - Books and Resources: https://www.nj.gov/education/standards/dei/samples/index.shtml	
Teacher Resources & Student Tools	***Teacher Note***
Mentor Texts - Birthday Surprises: Ten Great Stories to Unwrap - The Can Man - Hewitt Anderson's Great Big Life Journey - Peppe the Lamplighter - The Raft **Teacher Resources** ●TrackingTime (Professional Articles/Reference) ●What I Know and what I Wonder (Teacher Reference) ●Passage of Time (Professional Articles/Reference) ●Characters Undergoing Change(TR) ●Definitions of the Elements of Drama (TR) ●ExaminingThemes (TR) ●ComparingThemes AcrossTexts(TR) ●PossibleThematic Connections Across Mentor Texts (Professional Articles/ Reference) Tools: Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKs, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes, Actively Learn, Dreamscape, Blooket, Scholastic News, Epic	

Differentiating Instruction: **Students with Disabilities, English Language Learners,** **and Gifted & Talented Students**
Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:
- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4- Poetry
Pacing/Days: April - June
Unit Summary: Poetry allows readers to create new and surprising images while also uncovering meaning and exploring emotions. Through the use of rhyme, imagery, and figurative language, readers are exposed to literary devices that remain in their thoughts and create opportunities for reflection and celebration.
Learning Targets
Unit Big Idea: Poetry

Unit Enduring Understandings:	Unit Essential Questions:

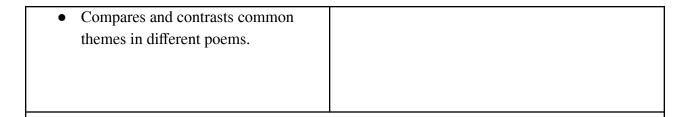|	
● Readers appreciate poetry as a rich, engaging genre that invites them to study and appreciate the beauty and functions of language.	● What do readers use to interpret the structural elements of poems?
Student Learning Targets: Students will be able to… ● Activate prior knowledge and use context clues to figure out unfamiliar words and phrases ● Build meaning by doing a "close reading" ● Read a poem line by line and stanza by stanza to infer meaning ● Monitor for meaning and use fix-up strategies when meaning breaks down. ● Identify the theme of a poem by using key details from the text ● Recognize and use distinguishing text features (line breaks, white space, bold print, rhythm) to read fluently, with expression and understanding. ● Determine the poet's purpose or inspiration for writing the poem and uses this information to build meaning about the poet's big idea or message. ● Draw inferences and uses evidence from the text to support the questions or conclusions that are drawn. ● Understand the use of figurative language (similes, metaphors) and uses this information to build understanding. ● Compare and contrast structural elements of poems.	**Evidence of Learning:** ● Graphic Organizers ● Reading Logs ● Running Records ● Conferences ● Poetry Grade 5 Student Performance

● Compares and contrasts common themes in different poems.	

Unit Summative Assessment:

Poetry Grade 5 Summative Assessment, STAR Assessment, STAR Progress Monitoring, Formative Assessments: Assessment of Key Comprehension Strategies, My Reading Log, and Reflection 3-5, Running Record, Conferring, Conference Questions, Where Are My Students in the Reading Process?, Poetry Grade 5 Student Performance Checklist, Grade Poetry Assessment: Monsoon, Oral responses and/or illustrations in lieu of written answers on graphic organizers pertaining to the Grade 5 Poetry Unit

New Jersey State Learning Standards

NJSLS Standards: READING STANDARDS FOR LITERATURE

Key Ideas and Details

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.

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

Craft and Structure

RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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

Integration of Knowledge and Ideas

RL.5.7: Analyze how visual and multimedia elements in conjunction with words contribute to the meaning, tone, or beauty of a text (e.g., graphic

novel, multimedia presentation of fiction).

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., the 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

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text complexity or above,

with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others'

ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

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.

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

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

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal

contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WRITING STANDARDS

Range of Writing

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.

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.2 Career Awareness, Exploration, and Preparation

● CRP1. Act as a responsible and contributing citizen and employee.

● CRP2. Apply appropriate academic and technical skills

● CRP4. Communicate clearly and effectively and with reason

● CRP6. Demonstrate creativity and innovation.

● CRP 11. Use technology to enhance productivity.

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

Primary Interdisciplinary Connections:

● Display "Fireflies" from Joyful Noise by Paul Fleischman (see the Writing Fundamentals Poetry unit). Divide the class into two groups.

Assign each group the job of reading one voice so they can practice reading the poem with two voices. Afterward, discuss what students

noticed about the sound of the poem and what techniques Fleischman used to create the sound. CRP8, SL.5.2, SL.5.1.

Computer Science and Design Thinking Standards:

8.1.5.A.2 Format a document using a word processing application to enhance the text and include graphics, symbols, and/ or pictures.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social

media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and

social media.

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Lesson Plans	
Teaching Points & Learning Activities	*Timeframe*
IRA 1- 8 Students will: - notice the different ways to structure poems and how it affects the meaning of a poem. - can understand the roles of rhythm, repetition, alliteration, and onomatopoeia in poetry. - make a mental picture/visualize poetry in order to help me understand the poems I am reading. - determine the author's purpose, inspiration, and big idea of a poem to help deepen my understanding. - ask questions in order to better understand the poems I read. - can use my background knowledge/schema to figure out words and phrases in a poem. - read for meaning and return to the text to fill in the blanks when meaning is lost. - compare and contrast poems with similar themes or ideas. ML 1 - 10 - can use my background knowledge/schema to figure out unknown words and phrases in a poem - can use context clues to figure out unfamiliar words. - can identify similes and metaphors used to build meaning in a poem. - examine a poem and discuss what ideas are held in the poem. - examine poetic structural elements and determine how these elements help build meaning.	April - June

- do a close reading of a poem to determine what the poet is really saying. - identify the theme of a poem. - compare and contrast two poems with a similar theme. - can use fix-up strategies when understanding breaks down. - uses images, language, and structure to understand the overall meaning of a poem. DEI - https://www.learningforjustice.org/classroom-resources/lessons/the-rich-tapestry-of-religion-in-the-united-states	
Teacher Resources & Student Tools	*Teacher Note*
Mentor Texts ● Swimming Upstream: Middle School Poems ● Imagine a Place ● Locomotion ● A Mirror to Nature: Poems About Reflection ● The Place My Words Are LookingFor ● Poetry for Young People: Langston Hughes Share Texts ● Catch the Moon ● The Itsy BitsySpider ● My Big Book Teacher Resources ● Clues to Unlock Meaning (Teacher Reference) ● Building A Bridge Between Poems (TR) ● Studying Figurative Language (TR) ● Building Meaning in Poetry (TR) ● How Structure Creates Meaning (TR) ● "From 'A Friend'" by Paul B. Janeczko (TR) ● "Jaws x 2 x 80" by Jane Yolen (TR) ● Uncovering the Theme (TR) ● Comparing Poems With a Common Theme (TR) ● "Bully" Annotated (Professional Articles/Reference) ● Putting It All Together (TR)	

Tools:
Google Classroom, Seesaw, Pear Deck, BrainPOP, Book Creator, FlipGrid, Kahoot, Kami, Quizizz, Freckle, ALEKs, Raz Kids, Touch Math, Scholastic Magazines, No Red Ink, Newsela, Merge Cubes, Actively Learn, Dreamscape, Blooket, Scholastic News, Epic

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