

English Language Arts - Grade 5

Unit #1

Title: A Friendship with Literature

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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).
- 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.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 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 Informational

- 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.
- 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 overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Reading Informational Continued

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

Writing

- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. 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]”).
 - B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language

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

<p>Enduring Understandings <i>Students will understand...</i></p>	<p>Essential Questions <i>Students will consider...</i></p>																															
<ul style="list-style-type: none"> Realistic fiction reflects events that could happen in real life and make connections. Story elements (characters, setting, conflict, plot events, resolution, theme, point of view) and how these elements impact a story. How to cite evidence from a text to prove a statement. Figurative language to uncover deeper meaning in a piece of text. Using context clues to determine word meaning. Changes in a story to see how they impacted the ending. Summarizing the text they have read in order to find main comparisons and contrasts. 	<ul style="list-style-type: none"> Why is understanding story elements important to understanding a text? How do writers share their personal experiences? 																															
<p>Knowledge <i>Students will know...</i></p>	<p>Vocabulary</p>																															
<ul style="list-style-type: none"> Critical story elements for analysis. Context clues lead to determining the meaning of words and phrases. Point of view terms and the impact it has on a piece of literature. Text evidence proves statements. Figurative language is used to create deeper meanings when reading and writing. Summarizing texts helps when comparing and texts helps to compare and contrast story elements. The writing process: brainstorming, drafting, revising, editing, publishing. 	<p>Tier II</p> <table border="0" data-bbox="1094 672 1990 883"> <tr> <td>Analyze</td> <td>Describe</td> <td>Specify</td> <td>Conclude</td> </tr> <tr> <td>Explain</td> <td>Summarize</td> <td>Compare</td> <td>Prove</td> </tr> <tr> <td>Cite</td> <td>Contrast</td> <td>Relate</td> <td>Evidence</td> </tr> <tr> <td>Resolution</td> <td>Tone</td> <td>Process</td> <td>Context</td> </tr> </table> <p>Tier III</p> <table border="0" data-bbox="1094 997 1990 1159"> <tr> <td>Character</td> <td>Setting</td> <td>Plot</td> <td>Point of View</td> </tr> <tr> <td>Theme</td> <td>Rising Action</td> <td>Figurative Language</td> <td>Noun</td> </tr> <tr> <td>Falling Action</td> <td>Climax</td> <td>Quotation Marks</td> <td>Exploration</td> </tr> </table>				Analyze	Describe	Specify	Conclude	Explain	Summarize	Compare	Prove	Cite	Contrast	Relate	Evidence	Resolution	Tone	Process	Context	Character	Setting	Plot	Point of View	Theme	Rising Action	Figurative Language	Noun	Falling Action	Climax	Quotation Marks	Exploration
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<p align="center">Skills <i>Students will be able to...</i></p>																																
<ul style="list-style-type: none"> Analyze story elements. (characters, setting, conflict, plot events, resolution, point of view, structure, Quote and cite evidence from a text to prove a statement, theme, author's purpose Use context clues to determine word meaning and phrases. Compare and contrast multiple texts for story themes. Describe narrator's point of view and how it impacts a story. Compose a writing piece following the writing process. Read, decode, and comprehend at grade 5 complexity. 																																

21 ST Century/ Interdisciplinary Themes	21 st Century Skills
<p><u>Global Awareness</u> Financial, Business, & Entrepreneurial Literacy</p> <p><u>Civic Literacy</u> Environmental Literacy</p> <p><u>Health Literacy</u></p>	<p><u>Creativity & Innovation</u></p> <p><u>Communication & Collaboration</u></p> <p><u>Media Literacy</u></p> <p><u>Critical Thinking & Problem Solving</u></p> <p><u>Information Literacy</u></p> <p><u>Information, Communication, & Technology</u> Life & Career Skills</p>

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT:

Overview: Students will recreate a novel scene from The Kid in the Red Jacket using a different character’s point of view with an illustration. Students will select a scene of their choice to annotate, revise nouns or pronouns, add emotions and thoughts from a different character, and include original dialogue and plot elements from the selected scene to publish.

Materials provided to students:

- learning scale
- mentor text: The Kid in the Red Jacket
- project checklist for progress monitoring
- [narrative writing checklist](#)
- [planning with a plot pyramid](#)
- student rubric
- presentation expectations- student published work along with original illustration
- opportunity for student reflection on unit of study and final project

Final projects will be on display in the hallway for all students and parents.

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Reading inventories ● Teacher created assessments ● Written responses to literature ● Teacher conferencing ● Writing response rubrics ● Learning scale ● Vocabulary assessments ● Interactive reader responses ● Exit tickets ● Study guides and review ● Unit test ● Journal topics 	<ul style="list-style-type: none"> ● Learning scale reflections ● Interactive reader responses ● Writer's checklists and rubrics ● Responses to the essential question 	<ul style="list-style-type: none"> ● <i>Reading Inventory</i> ● <i>Linkit!</i> Benchmark Assessment ● Summative Assessment ● Compare and Contrast Essay ● Published Narrative

- Graphic organizers
- Novel assessments

Stage 3- Learning Plan

Suggested Learning Activities

- Model expected student written responses for short questions and open ended responses
- Utilize prepared powerpoints with learning scales, vocabulary, expectations for close reading activities
- Answer close reading questions
- Plot pyramid for story elements
- Summarizing as a comprehension strategy
- Identify evidence to prove statements with quotations
- Compare and contrast characters and settings using Venn Diagrams
- Discuss how point of view impacts the outcome of a story
- Write a scene from the novel from a different character's point of view
- Analyze poetry to make connections across texts
- Perform dramas and readers theaters to make connections across texts
- Use informational text so bring about background knowledge of a topic
- Utilize folktales as an example of hyperbole, other forms figurative language, characterization, and theme

Resources/Instructional Materials (articles, novels, websites, books, magazines, art, media)

Poems

- “September”
- “Words as Free as Confetti”
- Friendship Acrostic Poems

Novels

- The Kid in the Red Jacket

Short Stories

- “The Popsicle Stick Bridge”
- “Silverman City”
- “Lemonade: The Musical”
- “The Ghost of Specter Elementary”
- “The True Story of the Three Little Pigs”
- “The Tell Tale Heart”

Folk Tales

- “Stormalong”

Dramas

- “The Secret Ingredient”

Informational Text

- “Kevin and Daisy”
- Arizona
- Connecticut

Technology Resources

- Google Classroom
- Quizlet
- Kahoot!
- EDPuzzle
- NoRedInk
- Study Island

- YouTube
- Google Apps

***Accommodations & Modifications
for Spec. Ed., ELL, GT, & At Risk Students***

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Allow oral responses • Allow verbalization before writing • Use audio materials when necessary • Modify homework assignments • Read tests aloud • Provide math manipulatives as necessary • Restate, reword, clarify directions • Re-teach concepts using small groups • Provide educational “breaks” as necessary • Expanding time for free reading • Chunking Content | <ul style="list-style-type: none"> • Use mnemonic devices • Provide a cueing system • Untimed and/or extended test taking time • Shorten assignments to focus on mastery concept • Leveled Reading Materials • Acronyms • Graphic Organizers • Notes Provided • Check agenda book for parent(s) communication • Read directions aloud | <ul style="list-style-type: none"> • Assignment, Project, and Assessment Modification Based on Individual Student Needs • Speech to Text/Text to Speech Features in Google Apps • Technology assisted instruction • Preferential seating utilized • Redirect student(s) as necessary • Student choice for project or approach to assignment • Inquiry-Based Learning • Genius Hour |
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Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development.

English Language Arts- Grade 5

Unit #2

Title: Text Power

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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).
- 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.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 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 Informational

- 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.
- 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 overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Reading Informational Continued

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

Writing

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. 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.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- 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.)
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. 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]”).
 - B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (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.

Speaking & Listening Continued

- 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.

Language

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

Enduring Understandings

Students will understand...

- Reading for information is critical for learning.
- Writers inform readers through writing.
- Nonfiction text features deepen the comprehension of a text.
- Recognizing text structure helps with understanding.

Essential Questions

Students will consider...

- How do readers effectively read informational texts?
- How do writers inform readers through their writing?
- How do I use nonfiction text features to deepen my understanding of a piece of writing?
- How does understanding a text's structure help better understand its meaning?
- How does understanding a text's structure and features help better understand its meaning?

Knowledge <i>Students will know...</i>	Vocabulary																												
<ul style="list-style-type: none"> • Main ideas are supported by details. • Author's write for a variety of purposes. • Nonfiction text has many text features to help with understanding. • Context clues lead to determining the meaning of words and phrases. • Text evidence proves statements. • Greek and Latin root knowledge assists with decoding and comprehension. • The writing process: brainstorming, drafting, revising, editing, and publishing. 	<p>Tier II</p> <table border="0"> <tr> <td>Analyze</td> <td>Describe</td> <td>Specify</td> <td>Conclude</td> </tr> <tr> <td>Explain</td> <td>Summarize</td> <td>Compare</td> <td>Prove</td> </tr> <tr> <td>Context</td> <td>Relate</td> <td>Determine</td> <td>Detail</td> </tr> </table> <p>Tier III</p> <table border="0"> <tr> <td>Roots</td> <td>Fact</td> <td>Opinion</td> <td>Author's Purpose</td> </tr> <tr> <td>Text Structure</td> <td>Context Clues</td> <td>Slide</td> <td>Works Cited</td> </tr> <tr> <td>coding</td> <td>gaming</td> <td>industry</td> <td>concocted</td> </tr> <tr> <td>hypothermia</td> <td>notorious</td> <td>isolated</td> <td>ingenious</td> </tr> </table>	Analyze	Describe	Specify	Conclude	Explain	Summarize	Compare	Prove	Context	Relate	Determine	Detail	Roots	Fact	Opinion	Author's Purpose	Text Structure	Context Clues	Slide	Works Cited	coding	gaming	industry	concocted	hypothermia	notorious	isolated	ingenious
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Skills <i>Students will be able to...</i>																													
<ul style="list-style-type: none"> • Determine main ideas and the sequence of events within a text. • Identify and explain the author's purpose. • Identify and use nonfiction text features. • Use context clues to determine word meaning and phrases. • Read critically to interpret, analyze, and evaluate an opinion piece. • Decode, read, and comprehend at grade 5 complexity. • Quote accurately from a text to explain/prove statements. • Define Greek and Latin roots 																													
21ST Century/ Interdisciplinary Themes	21st Century Skills																												
<p><u>Global Awareness</u> Financial, Business, & Entrepreneurial Literacy</p> <p><u>Civic Literacy</u> Environmental Literacy</p> <p><u>Health Literacy</u></p>	<p><u>Creativity & Innovation</u></p> <p><u>Communication & Collaboration</u></p> <p><u>Media Literacy</u> Critical Thinking & Problem Solving</p> <p><u>Information Literacy</u></p> <p><u>Information, Communication, & Technology</u></p> <p><u>Life & Career Skills</u></p>																												

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT: Alcatraz Presentation: Then and Now

Overview: Students will create a brief Google Slides presentation with information learned about Alcatraz. Slides will contain information from texts provided about Alcatraz in the past, the escape from Alcatraz, and present day facts.

Objectives: Students will demonstrate the following enduring understandings:

- summarizing texts, articles, or websites
- comparing and contrasting ideas across texts
- citing resources used for research
- communicate ideas clearly through a multimedia presentation
- [teacher plan](#)

Materials provided to students:

- [learning scale](#)
- articles and approved websites for research
- [presentation template](#)
- [project checklist for progress monitoring](#) with presentation expectations
- [student rubric](#)
- opportunity for student reflection on unit of study and final project

Final projects will be presented to the class as an oral presentation.

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Reading inventories ● Teacher created assessments ● Written responses to literature ● Teacher conferencing ● Writing response rubrics ● Learning scale ● Vocabulary assessments ● Interactive reader responses ● Exit tickets ● Study guides and review ● Unit test ● Journal topics ● Graphic organizers ● Novel assessments ● Compare and contrast essay 	<ul style="list-style-type: none"> ● Learning scale reflections ● Interactive reader responses ● Writer's checklists and rubrics ● Responses to the essential question 	<ul style="list-style-type: none"> ● <i>Reading Inventory</i> ● <i>Linkit!</i> Benchmark Assessment ● Summative Assessment ● Compare and contrast essay

Stage 3- Learning Plan

Suggested Learning Activities

- Model expected student written responses for short questions and open ended responses
- Utilize prepared powerpoints with learning scales, vocabulary, expectations for close reading activities
- Answer close reading questions
- Plot pyramid for story elements
- Identify main idea and details
- Identify text features and tell how they support comprehension
- Summarizing as a comprehension strategy
- Identify multiple pieces of text evidence to prove statements with quotations
- Compare and contrast characters and settings using Venn Diagrams
- Discuss how point of view impacts the outcome of a story
- Analyze poetry to make connections across texts
- Perform dramas and readers theaters to make connections across texts
- Use informational text so bring about background knowledge of a topic
- Utilize folktales as an example of hyperbole, other forms figurative language, characterization, and theme
- Compose a compare and contrast essay for two articles from a variety of texts
- Create a Google Slides presentation with a title slide, two fact slides with main idea and details, work cited slide with photos

Resources/Instructional Materials *(articles, novels, websites, books, magazines, art, media)*

Poems

- Poetry from Alcatraz
- “The Echoing Green”
- “Invention”
- “What is Science?”

Novels

-

Short Stories

- “A Grand Journey”

Folk Tales

- “John Henry”

Dramas

- “Invention Convention”

Informational Text

- Gaming Theme: “How Pokemon Go Conquered the World”, “The History of Pong” “Minecraft Mania” “400 Billion Bricks and Counting” (Storyworks by Lauren Tarshis) “Minecraft Goes to School” and “The Game Guys” (Scholastic News)
- Food Theme: “Hamburger History”, “Tacos Take Over” “Icy History” “And We All Scream for Ice Cream” (Storyworks by Lauren Tarshis)
- “Escape from Alcatraz”

Technology Resources

- Google Classroom
- Quizlet
- Kahoot!
- EDPuzzle
- NoRedInk
- Study Island
- YouTube
- Google Apps
- MobyMax
- Socrative

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development

English Language Arts - Grade 5

Unit #3

Title: We Never Stop Learning

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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).
- 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.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 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 Informational

- 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.
- 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 overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or 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).

Reading Informational Continued

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

Writing

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. 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.
 - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information of explanation presented.
- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and event precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. 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]”).
 - B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (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.

Language

- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use punctuation to separate items in a series.
 - B. Use a comma to separate an introductory element from the rest of the sentence.
 - C. Use a comma to set off the words 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?).
 - D. Use underlining, quotation marks, or italics to indicate titles of works.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or Listening.
 - A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- 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.
 - A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>																								
<ul style="list-style-type: none"> • Readers use a variety of strategies to comprehend multiple sources. • Readers are able to compare and contrast elements across texts. • Readers and writers can identify important text evidence to prove a statement. • Readers use a variety of strategies and resources to determine new word meanings. • Writers use mentor texts as inspiration for original writing. 	<ul style="list-style-type: none"> • What test strategies can I use to help me comprehend cold-read passages and answers correctly? • How do I determine the best evidence to prove a statement? • How can I enhance my writing? • How do I determine the meaning of new words? 																								
Knowledge <i>Students will know...</i>	Vocabulary																								
<ul style="list-style-type: none"> • Various comprehension strategies. • The importance of citing and/or paraphrasing information from an author. • Writers use a variety of literary devices. • The writing process: brainstorming, drafting, revising, editing, and publishing. 	<p>Tier II</p> <table border="0"> <tr> <td>Analyze</td> <td>Describe</td> <td>Specify</td> <td>Conclude</td> </tr> <tr> <td>Explain</td> <td>Summarize</td> <td>Compare</td> <td>Prove</td> </tr> <tr> <td>Original</td> <td>Contrast</td> <td>Relate</td> <td>Strategy</td> </tr> </table> <p>Tier III</p> <table border="0"> <tr> <td>Story Elements</td> <td>Dialogue</td> <td>Narrative</td> <td>mood</td> </tr> <tr> <td>tone</td> <td>voice</td> <td>agonizing</td> <td>desperately</td> </tr> <tr> <td>immersed</td> <td>dapper</td> <td>apex</td> <td>ecosystem</td> </tr> </table>	Analyze	Describe	Specify	Conclude	Explain	Summarize	Compare	Prove	Original	Contrast	Relate	Strategy	Story Elements	Dialogue	Narrative	mood	tone	voice	agonizing	desperately	immersed	dapper	apex	ecosystem
Analyze	Describe	Specify	Conclude																						
Explain	Summarize	Compare	Prove																						
Original	Contrast	Relate	Strategy																						
Story Elements	Dialogue	Narrative	mood																						
tone	voice	agonizing	desperately																						
immersed	dapper	apex	ecosystem																						
Skills <i>Students will be able to...</i>																									
<ul style="list-style-type: none"> • Use a variety of strategies while reading. • Quote text evidence to support a statement. • Compare and contrast the structures of two or more texts. • Analyze and identify narrative text elements. • Identify and analyze literary devices. 																									
21ST Century/ Interdisciplinary Themes	21st Century Skills																								
<u>Global Awareness</u> Financial, Business, & Entrepreneurial Literacy <u>Civic Literacy</u> <u>Environmental Literacy</u> <u>Health Literacy</u>	<u>Creativity & Innovation</u> <u>Communication & Collaboration</u> <u>Media Literacy</u> <u>Critical Thinking & Problem Solving</u> <u>Information Literacy</u> <u>Information, Communication, & Technology</u> <u>Life & Career Skills</u>																								

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT: Literary Analysis

Students will also write the next to paragraphs of the mentor text, and also write a narrative with a similar conflict as the mentor text, while composing original characters, setting, and resolution. Students will choose which piece will be included in the final projects that will be displayed as a classroom book titled “Nothing Ever Happens on Belhaven Avenue,” which can be published in digital or print.

Objectives: Students will demonstrate the following enduring understandings:

- mentor texts serve as inspiration for original writing pieces
- great writers use a have a variety of story elements and literary devices
- writing is a process that requires planning, drafting, and revisions

Students will provide as evidence of understanding: narrative writing portfolio

- [write a narrative with a similar conflict and resolution “Nothing Ever Happens On ...”](#)
- [write the next two paragraphs of the mentor text](#)

Materials provided to students:

- [learning scale \(Marzano\)](#) or [learning scale for students](#)
- [mentor text “Nothing Ever Happens on 90th Street”](#)
- [planning with a plot pyramid](#)
- [project checklist for progress monitoring](#)
- [narrative writing checklist](#)
- [student rubric](#)
- opportunity for student reflection on unit of study and final project

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Reading inventories ● Compare and contrast essay ● Written responses to literature ● Teacher conferencing ● Writing response rubrics ● Learning scale ● Vocabulary assessments ● Interactive reader responses ● Exit tickets ● Study guides and review ● Unit test ● Journal topics ● Graphic organizer 	<ul style="list-style-type: none"> ● Learning scale reflections ● Interactive reader responses ● writer’s checklists and rubrics 	<ul style="list-style-type: none"> ● <i>Reading Inventory</i> ● <i>Linkit!</i> Benchmark Assessment ● Summative Assessment ● 5 Paragraph essay

Stage 3- Learning Plan

Suggested Learning Activities

- Model expected student written responses for short questions and open ended responses
- Utilize prepared powerpoints with learning scales, vocabulary, expectations for close reading activities
- Answer close reading questions
- Plot pyramid for story elements
- Identify main idea and details
- Identify text features and tell how they support comprehension
- Summarizing as a comprehension strategy
- Identify multiple pieces of text evidence to prove statements with quotations
- Compare and contrast characters and settings using Venn Diagrams
- Discuss how point of view impacts the outcome of a story
- Analyze poetry to make connections across texts
- Perform dramas and readers theaters to make connections across texts
- Use informational text so bring about background knowledge of a topic
- Utilize folktales as an example of hyperbole, other forms figurative language, characterization, and theme
- Compose a compare and contrast essay for two articles from a variety of texts
- Use mentor text to write original narratives
- Compose five paragraph essays with introduction, body paragraphs with evidence from multiple sources, and conclusion
- Create a Google Doc as a digital notebook with title page, glossary, plot page, journal topics, comprehension questions, close reading activities, research tasks, writing tasks, summaries, and reflections

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Poems

- “Titanic Remembers”
- “Who Am I?”
- “A Punctuation Story”

Novels

- Because of Winn-Dixie
- Hound Dog True

Short Stories

- “The Great Hodgi”
- “Lemonade the Musical”
- “Nothing Ever Happens on 90th Street”

Folk Tales

- “Cinder Edna”

Dramas

- “It Takes Talent”

Informational Text

- “Into the Dark Water”
- interview: “Titanic Survivor”
- “Saving the Great White Monster”
- “The Great White Comeback”
- “Sit. Stay. Save My Life.”
- “My Dog My Hero”
- “The Amazing History of Dogs”
- *additional articles for a variety service dogs

Technology Resources

- Google Classroom
- Quizlet
- Kahoot!
- EDPuzzle
- NoRedInk
- Study Island
- YouTube
- Google Apps
- MobyMax
- Socrative

Accommodations & Modifications for Spec. Ed., ELL, GT, & At Risk Students

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- Leveled Reading Materials
- Acronyms
- Graphic Organizers
- Notes Provided
- Check agenda book for parent(s) communication
- Read directions aloud
- Assignment, Project, and Assessment Modification Based on Individual Student Needs
- Speech to Text/Text to Speech Features in Google Apps
- Technology assisted instruction
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*. Association for Supervision and Curriculum Development

English Language Arts - Grade 5

Unit #4

Unit Title: Everyone Has a Story

Pacing: 12 Weeks

Stage 1- Desired Results

Established Goals/NJSLS Standards

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Literature

- 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).
- 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.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 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 Informational

- 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.
- 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 overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or 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.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Writing

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - D. Provide a conclusion related to the opinion presented.
- 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.)
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. 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]”).
 - B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (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.

Language

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

Enduring Understandings <i>Students will understand...</i>	Essential Questions <i>Students will consider...</i>
<ul style="list-style-type: none"> • Readers will use a variety of strategies when reading texts independently or in collaborative groups. • Readers engage in discussions about literature to explore and discover an appreciation of reading. • Writers must have an understanding of texts in order to be able to write about them. • Writers reflect on books they have read. • Writers support their opinions with facts and details. 	<ul style="list-style-type: none"> • How do I apply strategies when reading literature? • How can I participate in a literature based conversation? • How can reflecting on books deepen a reader’s understanding? • What is the best way for a writer to support his/her opinion? • Why do writers present their ideas orally to peers?
Knowledge <i>Students will know...</i>	Vocabulary
<ul style="list-style-type: none"> • Summarizing is an important component of understanding • The importance of book recommendations • Opinions needed to be supported with evidence to be relevant/believable • Transitions make ideas easier to follow 	<p>Tier II</p> <ul style="list-style-type: none"> • Analyze • Describe • Summarize • Symbol • Explain • Specify • Compare • Prove • Conclude • Contrast • Relate • Opinion • Infer • Evidence • Logic • Reflect <p>Tier III</p> <ul style="list-style-type: none"> • Plot • Suspense • Prediction • • • • •
Skills <i>Students will be able to...</i>	
<ul style="list-style-type: none"> • Summarize a grade level text or points made by a speaker. • Generate an opinion about a text. • Gather evidence (facts and details) to support an opinion. • Organize ideas logically using words that signal relationships. • Reflect on a text to participate in literature discussions to support opinions about a topic. • Make and share inferences and predictions about plot, character, and setting. 	
21ST Century/ Interdisciplinary Themes	21st Century Skills
Global Awareness Financial, Business, & Entrepreneurial Literacy Civic Literacy Environmental Literacy Health Literacy	Creativity & Innovation Communication & Collaboration Media Literacy Critical Thinking & Problem Solving Information Literacy Information, Communication, & Technology Life & Career Skills

Stage 2- Assessment Evidence

[A Summative Assessment] includes the opportunity for students to produce one extended project that uses research to address a significant topic, problem, or issue. This entails gathering and integrating relevant information from several additional literary or informational texts in various media or formats on a particular topic or question drawn from one or more texts from the module, taking notes, and categorizing information as well as providing a list of sources. Students can present their findings in a variety of informal and more formal argumentative or explanatory contexts, either in writing or orally. - www.parcconline.org

SUMMATIVE ASSESSMENT: Book Review

Summary: Students will create a collaborative book trailer to entice peers to try a new novel. These videos will be used with present and future classes to introduce new titles. Final projects can be shown on the “big screen” in the Belhaven auditorium as a mini film festival for students, parents, and faculty (schedule permitting). Student projects may be published on the school website, with appropriate media permissions provided.

Objectives: Students will demonstrate the following enduring understandings:

- summarize the beginning of a novel to entice readers to try a new novel
- communicate opinions clearly with constructive comments in book discussions
- make informed book recommendations for peers

Students will provide as evidence of understanding:

- Digital book review
- WeVideo collaborative created book trailer

Materials provided to students:

- learning scale
- storyboard templates or [plot pyramid](#)
- [WeVideo directions for filming, editing, publishing, and sharing](#) (for teachers)
- [Tutorial: Introduction to WeVideo 2016](#) (additional student tutorials available through program)
- project checklist for progress monitoring
- student rubric with presentation expectations
- opportunity for student reflection on unit of study and final project

<i>Formative Assessments</i>	<i>Student Self-Assessment</i>	<i>Common Assessments</i>
<ul style="list-style-type: none"> ● Reading inventories ● Teacher created assessments ● Written responses to literature ● Teacher conferencing ● Writing response rubrics ● Learning scale ● Vocabulary assessments ● Interactive reader responses ● Exit tickets ● Study guides and review ● Unit test ● Journal topics ● Graphic organizers 	<ul style="list-style-type: none"> ● learning scale reflections ● interactive reader responses ● writer’s checklists and rubrics 	<ul style="list-style-type: none"> ● Summative Assessment ● Digital Novel Notebook ● Book Review ● Linkit! ● story assessments ● vocabulary assessments ● novel assessments

Stage 3- Learning Plan

Suggested Learning Activities

- Model expected student written responses for short questions and open ended responses
- Utilize prepared powerpoints with learning scales, vocabulary, expectations for close reading activities
- Answer close reading questions
- Plot pyramid for story elements
- Identify main idea and details
- Identify text features and tell how they support comprehension
- Summarizing as a comprehension strategy
- Identify multiple pieces of text evidence to prove statements with quotations
- Compare and contrast characters and settings using Venn Diagrams
- Discuss how point of view impacts the outcome of a story
- Analyze poetry to make connections across texts
- Perform dramas and readers theaters to make connections across texts
- Use informational text so bring about background knowledge of a topic
- Utilize folktales as an example of hyperbole, other forms figurative language, characterization, and theme
- Compose a compare and contrast essay for two articles from a variety of texts
- Create a Google Doc as a digital notebook with title page, glossary, plot page, journal topics, comprehension questions, close reading activities, research tasks writing tasks, summaries, and reflections
- Create a Google Slides presentation as a digital notebook with title slide, plot page, glossary, journal topics, chapter summaries, research tasks, and reflection

Resources/Instructional Materials

(articles, novels, websites, books, magazines, art, media)

Poems

- “Toad by the Road”
- “Casey at the Bat”
- “Central Park”
- “If”

Novels

- Tuck Everlasting
- In the Year of the Boar and Jackie Robinson
- Flipped

Short Stories

- “Following Boo”
- “It’s Opening Day”

Dramas/Folk Tales

- “When Prairie Became Ocean”
- “When Girls Ruled Baseball”
- “Sitting Down with Dr. King”

Informational Text

- “The Fountain of Youth: Fact or Fiction?”
- “Biography: Jackie Robinson”

Technology Resources

- Google Classroom
- Quizlet
- Kahoot!
- EDPuzzle
- NoRedInk
- Study Island
- YouTube
- Google Apps
- MobyMax
- Socrative

Accommodations & Modifications ***for Spec. Ed., ELL, GT, & At Risk Students***

- Allow oral responses
- Allow verbalization before writing
- Use audio materials when necessary
- Modify homework assignments
- Read tests aloud
- Provide math manipulatives as necessary
- Restate, reword, clarify directions
- Re-teach concepts using small groups
- Provide educational “breaks” as necessary
- Expanding time for free reading
- Chunking Content
- Use mnemonic devices
- Provide a cueing system
- Untimed and/or extended test taking time
- Shorten assignments to focus on mastery concept
- **Leveled Reading Materials**
- **Acronyms**
- **Graphic Organizers**
- **Notes Provided**
- Check agenda book for parent(s) communication
- Read directions aloud
- **Assignment, Project, and Assessment Modification Based on Individual Student Needs**
- **Speech to Text/Text to Speech Features in Google Apps**
- **Technology assisted instruction**
- Preferential seating utilized
- Redirect student(s) as necessary
- Student choice for project or approach to assignment
- Inquiry-Based Learning
- Genius Hour

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.