

# NEPTUNE CITY SCHOOL DISTRICT

## ELA Wonders Curriculum Grade 5



NEPTUNE CITY SCHOOL DISTRICT  
Office of the Chief School Administrator, Principal  
210 West Sylvania Avenue  
Neptune City, NJ 07753

*The Neptune City School District is appreciative and proud to accept and align the curriculum of the Neptune Township School District to properly prepare the Neptune City students for successful integration into the Neptune Township High School Educational Program.*

(Date of curriculum)

Document \*

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**CURRICULUM**

**GRADE 5**

**Table of Contents**

Acknowledgements	<i>i</i>
District Mission Statement	<i>ii</i>
District Educational Outcome Goals	<i>iii</i>

Unit 1
Unit 2
Unit 3
Unit 4
Unit 5
Unit 6

**Suggested Pacing Guide**

Unit	Number of lessons	Total Days
1	30	6 weeks Sept/Oct
2	30	6 weeks Oct/Nov
3	30	6 weeks Dec/Jan
4	30	6 weeks Jan/Feb
5	30	6 weeks March/April
6	30	6 weeks May/June

## **SCHOOL DISTRICT MISSION STATEMENT**

The Neptune City School District, in partnership with the parents and the community, will support and sustain an excellent system of learning, promote pride in diversity, and expect all students to achieve the New Jersey Student Learning Standards at all grade levels to become responsible and productive citizens.

*ii*

*iii*

## **INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES**

*The following social and emotional competencies are integrated in this curriculum document:*

### **Self-Awareness**

- X Recognize one's own feelings and thoughts
- X Recognize the impact of one's feelings and thoughts on one's own behavior
- X Recognize one's personal traits, strengths and limitations
- X Recognize the importance of self-confidence in handling daily tasks and challenges

### **Self-Management**

- X Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- X Recognize the skills needed to establish and achieve personal and educational goals
- X Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

### **Social Awareness**

- X Recognize and identify the thoughts, feelings, and perspectives of others
- X Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- X Demonstrate an understanding of the need for mutual respect when viewpoints differ
- X Demonstrate an awareness of the expectations for social interactions in a variety of setting

### **Responsible Decision Making**

- X Develop, implement and model effective problem solving and critical thinking skills
- X Identify the consequences associated with one's action in order to make constructive choices
- X Evaluate personal, ethical, safety and civic impact of decisions

### **Relationship Skills**

- X Establish and maintain healthy relationships
- X Utilize positive communication and social skills to interact effectively with others
- X Identify ways to resist inappropriate social pressure
- X Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
- X Identify who, when, where, or how to seek help for oneself or others when needed

<b>Unit Plan Title</b>	Unit 1
<b>Suggested Time Frame</b>	6 weeks

### Overview / Rationale

In this unit, students will read and understand narrative nonfiction, realistic fiction, and argumentative texts. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and properly use sentences, subject and predicates, and build their vocabulary. They will learn how experiencing nature can change the way you think about it, how we get the things we need, and what the positive and negative effects of new technology are. This unit focuses on planning, drafting, revising, editing, and publishing an argumentative essay.

- How experiencing nature can change the way you think about it?
- How we get the things we need?
- What the positive and negative effects of new technology are.

### Stage 1 – Desired Results

#### Established Goals:

#### New Jersey Student Learning Standards - English Language Arts

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

A.Avoid fragments, run-ons and rambling sentences, and comma splices.

B.Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

C.Ensure agreement between subject and verb and between pronoun and antecedent.

D.Distinguish between frequently confused words.

E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

F.Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

G.Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

H.Spell grade appropriate words correctly, consulting references as needed.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.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 text orally with accuracy, appropriate rate, and expression.

C.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.TS.5.4. 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.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.

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

RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.MF.5.6. 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).

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

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

SL.PI.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.

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



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

W.WP.5.4. 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.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43

Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Titles include One Hen and A Fresh Idea

### **Computer Science and Design Thinking**

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

### **Interdisciplinary Connections**

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

### **Career Readiness, Life Literacies, and Key Skills**

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

#### **Unit 1 Weeks 1 & 2:**

- Genre Focus: NARRATIVE NONFICTION
- Essential Question: How can experiencing nature change the way you think about it?

#### **Unit 1 Weeks 3 & 4:**

- Genre Focus: REALISTIC FICTION
- Essential Question: How do we get the things we need?

#### **Unit 1 Week 5:**

- Genre Focus: ARGUMENTATIVE TEXT
- Essential Question: What are the positive and negative effects of new technology?

#### **Unit 1 Week 6:**

- Genre Focus: REVIEW, EXTEND, AND ASSESS

#### **Enduring Understandings:**

*Students will be able to understand:*

- Narrative nonfiction readers organize information into categories as they read.
- Narrative nonfiction and hybrid texts combine a narrative storytelling structure with expository information.
- Realistic Fiction stories could have actually occurred to people or animals in a believable setting.
- Realistic Fiction stories resemble real life, and fictional characters within these stories react similarly to real people.
- In Argumentative texts, the author is trying to persuade or convince the reader of something.
- Argumentative texts take a position or stance on an issue.
- Readers change their lenses because there are different ways to read texts depending on the text structure.

#### **Knowledge:**

*Students will know:*

- How experiencing nature can change the way you think about it?
- How we get the things we need?

#### **Skills:**

*Students will be able to...*

- Read and understand narrative nonfiction.
- Read and understand realistic fiction

<ul style="list-style-type: none"> <li>• What the positive and negative effects of new technology are.</li> <li>• narrative nonfiction, realistic fiction, and argumentative text</li> </ul>	<ul style="list-style-type: none"> <li>• Read and understand argumentative text</li> <li>• Use text evidence to respond to narrative nonfiction, realistic fiction, and argumentative text</li> <li>• Read and understand social studies and science texts</li> </ul>
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Student Resources	
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access	
Teacher Resources	
Wonders Teacher's Edition Unit 1 Leveled Readers Differentiated Genre Passages Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards	

Stage 2 – Assessment Evidence	
<b>Pre-Assessments:</b> <ul style="list-style-type: none"> <li>• Placement and Diagnostic Assessment</li> </ul>	<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Benchmark Assessments</li> </ul>

<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Selection Tests</li> <li>● Conference notes</li> <li>● Small group work notes</li> <li>● Running Records</li> </ul>	
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Stage 3 – Learning Plan
<p><b><u>Week 1</u></b></p> <p><b><u>Lesson 1</u></b></p> <p><b><u>Reading</u></b>          Introduce the concept and build knowledge          Interactive Read aloud-<u>Capturing the Natural World</u>          Shared read: Reading/Writing Companion- “A Life in the Woods”          Shared read Academic Vocabulary:Reading/Writing Companion          Shared read Homographs:Reading/Writing Companion</p> <p><b><u>Grammar</u></b>          Sentences-Teach</p> <p><b><u>Spelling</u></b>          Short vowels-Assess Prior Knowledge</p> <p><b><u>Lesson 2</u></b></p> <p><b><u>Reading</u></b>          Shared read Reread:Reading/Writing Companion          Shared read Primary and secondary sources:Reading/Writing Companion          Shared read Text Structure:Cause and effect: Reading/Writing Companion          Shared read Craft &amp; Structure: Reading/Writing Companion          Respond to reading-Write about the Shared read:Reading/Writing Companion</p> <p><b><u>Research &amp; Inquiry</u></b>          Reading/Writing Companion:Experiencing Nature</p> <p><b><u>Phonics</u></b>          Practice Book:Short vowels          Sentences-Teach</p> <p><b><u>Spelling</u></b>          Short vowels-Spiral Review</p> <p><b><u>Lesson 3</u></b></p> <p><b><u>Reading</u></b>          Anchor Text:Literature Anthology <u>Camping with the President</u>          Expand Vocabulary-Reinforce the Words</p> <p><b><u>Writing</u></b>          Argumentative Writing-Reading/Writing Companion-Analyze the Rubric</p> <p><b><u>Grammar</u></b></p>

Sentences-Mechanics and Usage

**Spelling**

Short vowels-Word Meanings

**Lesson 4**

**Reading**

Anchor Text:Literature Anthology Camping with the President

Anchor Text:Reading/Writing Companion:Take notes about the text

Expand Vocabulary:Practice Book-Connect to Writing

**Writing**

Argumentative Writing-Reading/Writing Companion-Make a Claim

**Grammar**

Sentences-Proofread and Write

**Spelling**

Short vowels-Proofread and Write

**Lesson 5**

**Reading**

Anchor Text:Literature Anthology Camping with the President

Expand Vocabulary-Word Squares

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Sentences-Assess and Reteach

**Spelling**

Short vowels-Assess

**Week 2**

**Lesson 6**

**Reading**

Anchor Text:Literature Anthology-Reread Camping with the President

Respond to Reading-Reading/Writing Companion-Write about the anchor text

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Subjects and Predicates-Teach

**Spelling**

Long vowels-Assess prior knowledge

**Lesson 7**

**Reading**

Paired Selection:Literature Anthology “A Walk with Teddy”

Expand vocabulary-Prefixes

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Subjects and Predicates-Teach

**Spelling**

Long vowels-Spiral Review

**Lesson 8****Reading**

Paired Selection:Literature Anthology “A Walk with Teddy”

Author’s Craft:Reading/Writing Companion-Author’s Perspective

Expand vocabulary-Homographs

**Phonics**

Reading/Writing Companion-Long vowels

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Subjects and Predicates-Mechanics and Usage

**Spelling**

Long vowels-Word Meanings

**Lesson 9****Reading****Fluency**

Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

**Grammar**

Subjects and Predicates-Proofread and Write

**Spelling**

Long vowels-Proofread and Write

**Lesson 10****Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

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**Grammar**

Subjects and Predicates-Assess & Reteach

**Spelling**

Long vowels-Assess

**Week 3****Lesson 1**

**Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Finding a Way

Shared read: Reading/Writing Companion-"A Fresh Idea"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Reading/Writing Companion-Context clues:Sentences clues

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Prompt

**Grammar**

Compound Sentences-Teach

**Spelling**

Words with /ū/, /û/, and /ü/-Assess Prior Knowledge

**Lesson 2****Reading**

Shared read Reread:Reading/Writing Companion

Shared read Plot:Conflict and Resolution:Reading/Writing Companion

Shared read Plot:Events:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

**Research & Inquiry**

Meeting Needs

**Phonics**

Reading/Writing Companion:Words with /ū/, /û/, and /ü/

**Fluency**

Reading/Writing Companion:Fluency

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

**Grammar**

Compound Sentences-Teach

**Spelling**

Words with /ū/, /û/, and /ü/-Spiral Review

**Lesson 3****Reading**

Anchor Text:Literature Anthology One Hen

**Expand Vocabulary**

Reinforce the Words

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

**Grammar**

Compound Sentences-Mechanics and Usage

**Spelling**

Words with /ū/, /û/, and /ü/-Word Meanings

**Lesson 4**

**Reading**

Anchor Text:Literature Anthology One Hen

Anchor Text:Reading/Writing Companion:Take Notes About the Text

**Expand Vocabulary**

Connect to Writing

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

**Grammar**

Compound Sentences-Proofread and Write

**Spelling**

Words with /ū/, /û/, and /ü/-Proofread and Write

**Lesson 5****Reading**

Anchor Text:Literature Anthology ReRead One Hen

Expand Vocabulary-Word Squares

**Writing**

Argumentative Writing-Reading/Writing Companion-Plan:Organize Ideas

**Grammar**

Compound Sentences-Assess and Reteach

**Spelling**

Words with /ū/, /û/, and /ü/-Assess

**Week 4****Lesson 6****Reading**

Anchor Text:Literature Anthology ReRead One Hen

Respond to Reading-Reading/Writing Companion-Write about the anchor text

**Grammar**

Complex Sentences-Teach

**Spelling**

R-controlled vowels-Assess Prior Knowledge

**Lesson 7****Reading**

Paired Selection:Literature Anthology “Reading Between the Dots”

Expand vocabulary-Suffixes

**Writing**

Argumentative Writing-Reading/Writing Companion-Draft:Relevant Evidence

**Grammar**

Complex Sentences-Teach

**Spelling**

R-controlled vowels-Spiral Review

**Lesson 8****Reading**



Paired Selection:Literature Anthology Reread“Reading Between the Dots”

Author’s Craft:Reading/Writing Companion-Chronology

Expand vocabulary-Context Clues

**Expand Vocabulary**

Context Clues

**Grammar**

Complex Sentences-Mechanics and Usage

**Spelling**

R-controlled vowels-Word Meanings

**Lesson 9**

**Reading**

Fluency-Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

**Writing**

Argumentative Writing-Reading/Writing Companion-Revise:Peer Conferences

**Grammar**

Complex Sentences-Proofread and Write

**Spelling**

R-controlled vowels-Proofread and Write

**Lesson 10**

**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

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**Grammar**

Complex Sentences-Assess and Reteach

**Spelling**

R-controlled vowelsAssess

**Week 5**

**Lesson 1**

**Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Electronic Books:A New Way to Read

Shared read: Reading/Writing Companion-”Are Electronic Devices Good for us?”

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Greek and Latin Prefixes:Reading/Writing Companion

**Grammar**

Run-on Sentences-Teach

**Spelling**

R-controlled vowel /ûr/-Assess Prior Knowledge

**Lesson 2****Reading**

Shared read Reread:Reading/Writing Companion

Shared read Text Features:Graphs & Headings:Reading/Writing Companion

Shared read Author's Claim:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

**Phonics**

Reading/Writing Companion:R-controlled vowel /ûr/-

**Fluency**

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Technology

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Rubric

**Grammar**

Run-on Sentences-Teach

**Spelling**

R-controlled vowel /ûr/-Spiral Review

**Lesson 3****Reading**

Anchor Text:Literature Anthology The Future of Transportation

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

**Craft Minilessons-Lesson Bank**

Argumentative Writing-Strong Introduction

**Grammar**

Run-on Sentences-Mechanics and Usage

**Spelling**

R-controlled vowel /ûr/Word Meanings

**Lesson 4****Reading**

Paired Selection:Literature Anthology "Getting From Here to There"

Author's Craft:Author's Purpose:Sequence-Reading/Writing Companion

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Run-on Sentences-Proofread & Write

**Spelling**

R-controlled vowel /ûr/-Proofread & Write

**Lesson 5**

**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

**Assessment**

Progress Monitoring

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**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Run-on Sentences-Assess & Reteach

**Spelling**

R-controlled vowel /ûr/-Assess

**UNIT 1 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS****Day 1****Reading**

Reading Digitally-Bullying:Take it From Nature

Reader's Theater-It Couldn't Be Done

Science-Reading/Writing Companion-"A Protector of Nature" "Children Save the Rainforest"

Science-Reading/Writing Companion-Compare the Passages-Complete a Map-Write an Essay

**Writing**

Argumentative Writing-Analyze the Prompt

**Day 2****Reading**

Reading Digitally-Bullying:Take it From Nature

Reader's Theater-It Couldn't Be Done

Science-Reading/Writing Companion-"A Protector of Nature" "Children Save the Rainforest"

Science-Reading/Writing Companion-Compare the Passages-Complete a Map-Write an Essay

**Writing**

Argumentative Writing-Analyze the Sources

**Day 3****Reading**

Reader's Theater-It Couldn't Be Done

Social Studies-Reading/Writing Companion-"The NYC Subway:An Interview with a Transit Supervisor" "Solutions, Not Complaints"

Social Studies-Reading/Writing Companion-Compare the Passages-Write a Letter

**Writing**

Argumentative Writing-Plan:Organize Ideas

**Day 4****Reading**

Reader's Theater-It Couldn't Be Done

Social Studies-Reading/Writing Companion-"The NYC Subway:An Interview with a Transit Supervisor" "Solutions, Not Complaints"

Social Studies-Reading/Writing Companion-Compare the Passages-Write a Letter

### **Writing**

Argumentative Writing-Draft:Including Sources

### **Day 5**

### **Reading**

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space-Publish and Present Inquiry Space

### **Writing**

Argumentative Writing-Revise:Peer Conferences

### **Assessment-Summative Assessment**

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## **Accommodations/Modifications**

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating

- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

**Testing Accommodations:**

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

**English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials

- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### **Extension Activities**

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 2
<b>Suggested Time Frame</b>	6 weeks

### **Overview / Rationale**

In this unit, students will read and understand expository texts, folktales, and poetry. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and properly use nouns, plural and possessive nouns, and build their vocabulary. They will learn what good problem solvers do, when a plan helps accomplish a task, and what motivates you to accomplish a goal. This unit focuses on planning, drafting, revising, editing, and publishing an expository essay.

### **Stage 1 – Desired Results**

#### **Established Goals:**

#### **New Jersey Student Learning Standards - English Language Arts**

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
  - A.Avoid fragments, run-ons and rambling sentences, and comma splices.
  - B.Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
  - C.Ensure agreement between subject and verb and between pronoun and antecedent.
  - D.Distinguish between frequently confused words.
  - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
  - F.Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
  - G.Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
  - HSpell grade appropriate words correctly, consulting references as needed.
- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- L.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 text orally with accuracy, appropriate rate, and expression.
  - C.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



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

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more text

RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about the same or similar topics.

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

RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.TS.5.4. 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.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important

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

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.UM.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.

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

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

W.WP.5.4. 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.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a  
Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44  
Amistad Mandates - N.J.S.A. 18A:35-4.43  
Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include Wordsmiths, The Magical Lost Brocade, and A Simple Plan

### **Computer Science and Design Thinking**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

### **Interdisciplinary Connections**

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.

### **Career Readiness, Life Literacies, and Key Skills**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

**Unit 2 Weeks 1 & 2:**

- Genre Focus: Informational  
Text: EXPOSITORY
- Essential Question: What do good problem solvers do?

**Unit 2 Weeks 3 & 4:**

- Genre Focus: FOLKTALE
- Essential Question: When has a plan helped you accomplish a task?

**Unit 2 Week 5:**

- Genre Focus: POETRY
- Essential Question: What motivates you to accomplish a goal?

**Enduring Understandings:**

*Students will be able to understand:*

- Expository texts are nonfiction texts that give information and facts about a topic.
- Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.
- Folktales are stories passed down within a culture.
- Folktales usually contain a problem, a solution, and a lesson to be learned.
- Folktales are based on the traditions and beliefs of people.
- Poetry tells a story and appeals to feelings or senses.
- Poetry uses imaginative words to share ideas, emotions or a story with a reader.
- Poetry can tell a story, describe a situation, or appeal to the senses.
- Readers change their lenses because there are different ways to read texts depending on the text structure.

**Knowledge:**

*Students will know:*

- What good problem solvers do.
- When a plan helped you accomplish a task.
- What motivates you to accomplish a goal.

**Skills:**

*Students will be able to...*

- Read and understand expository texts
- Read and understand folktales
- Read and understand poetry
- Use text evidence to respond to expository texts, folktales, and poetry
- Read and understand social studies and science texts

Student Resources
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access
Teacher Resources
Wonders Teacher's Edition Unit 2 Leveled Readers Differentiated Genre Passages Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence	
<b>Pre-Assessments:</b> <ul style="list-style-type: none"> <li>Placement and Diagnostic Assessment</li> </ul> <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Selection Tests</li> <li>Conference notes</li> <li>Small group work notes</li> <li>Running Records</li> </ul>	<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Benchmark Assessments</li> </ul>

Stage 3 – Learning Plan
<b>Unit 2 Week 1</b>

## **Lesson 1**

### **Reading**

Introduce the concept and build knowledge

Interactive Read aloud-The Haudenosaunee Confederacy

Shared read: Reading/Writing Companion- “Creating a Nation”

Shared read Academic Vocabulary:Reading/Writing Companion

Shared read Context Clues:Reading/Writing Companion

### **Grammar**

Kinds of Nouns-Teach

### **Spelling**

Variant Vowel /ô/; Diphthongs /oi/, /ou/-Assess Prior Knowledge

## **Lesson 2**

### **Reading**

Shared read Reread:Reading/Writing Companion

Shared read Text Features:Headings and Timelines:Reading/Writing Companion

Shared read Text Structure:Problem and Solution: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

### **Research & Inquiry**

Reading/Writing Companion:Founders Solve Problems

### **Phonics**

Reading/Writing Companion:Variant Vowel /ô/; Diphthongs /oi/, /ou/

### **Grammar**

Kinds of Nouns-Teach

### **Spelling**

Variant Vowel /ô/; Diphthongs /oi/, /ou/-Spiral Review

## **Lesson 3**

### **Reading**

Anchor Text:Literature Anthology Who Wrote the U.S. Constitution?

Expand Vocabulary-Reinforce the Words

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Rubric

### **Grammar**

Kinds of Nouns-Mechanics and Usage

### **Spelling**

Variant Vowel /ô/; Diphthongs /oi/, /ou/-Word Meanings

## **Lesson 4**

### **Reading**

Anchor Text:Literature Anthology Who Wrote the U.S. Constitution?

Anchor Text:Literature Anthology-Take notes about text

### **Writing**

Expository Writing-Reading/Writing Companion-Central Idea

### **Grammar**

Kinds of Nouns-Proofread and Write

**Spelling**

Variant Vowel /ô/; Diphthongs /oi/, /ou/Proofread and Write

**Lesson 5**

**Reading**

Anchor Text:Literature Anthology Who Wrote the U.S. Constitution?

Expand Vocabulary-Word Squares

**Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Kinds of Nouns-Assess and Reteach

**Spelling**

Variant Vowel /ô/; Diphthongs /oi/, /ou/-Assess

**Week 2**

**Lesson 6**

**Reading**

Anchor Text:Literature Anthology-Reread Who Wrote the U.S. Constitution?

Respond to Reading-Reading/Writing Companion-Write about the anchor text

**Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Singular and Plural Nouns-Teach

**Spelling**

Plurals-Assess prior knowledge

**Lesson 7**

**Reading**

Paired Selection:Literature Anthology “Wordsmiths”

Expand vocabulary-Using a Dictionary

**Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Singular and Plural Nouns-Teach

**Spelling**

Plurals-Spiral Review

**Lesson 8**

**Reading**

Paired Selection:Literature Anthology “Wordsmiths”

Author’s Craft:Reading/Writing Companion-Print and Graphic Features

Expand vocabulary-Multiple-Context Clues

**Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Singular and Plural Nouns-Mechanics and Usage

**Spelling**

Plurals-Word Meanings

**Lesson 9**

**Reading**

**Fluency**

Practice Book-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

**Grammar**

Singular and Plural Nouns-Proofread and Write

**Spelling**

Digraphs-Proofread and Write

**Lesson 10**

**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

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**Grammar**

Singular and Plural Nouns-Assess & Reteach

**Spelling**

Digraphs-Assess

**Week 3**

**Lesson 1**

**Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Lost Lake and the Golden Cup

Shared read: Reading/Writing Companion-"The Magical Lost Brocade"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Personification:Reading/Writing Companion

**Writing**

Expository Writing-Reading/Writing Companion-Analyze the Prompt

**Grammar**

More Plural Nouns-Teach

**Spelling**

Inflectional Endings-Assess Prior Knowledge

## **Lesson 2**

### **Reading**

Shared read Make Predictions:Reading/Writing Companion

Shared read Plot:Setting:Reading/Writing Companion

Shared read Theme:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

### **Research & Inquiry**

Accomplishing a Task

### **Fluency**

Reading/Writing Companion:Fluency

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Sources

### **Grammar**

More Plural Nouns-Teach

### **Spelling**

Inflectional Endings-Spiral Review

## **Lesson 3**

### **Reading**

Anchor Text:Literature Anthology Blancaflor

### **Expand Vocabulary**

Reinforce the Words

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Sources

### **Grammar**

More Plural Nouns-Mechanics and Usage

### **Spelling**

Inflectional Endings-Word Meanings

## **Lesson 4**

### **Reading**

Anchor Text:Literature Anthology Blancaflor

Anchor Text:Reading/Writing Companion:Take Notes About the Text

### **Expand Vocabulary**

Connect to Writing

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Sources

### **Grammar**

More Plural Nouns-Proofread and Write

### **Spelling**

Inflectional Endings-Proofread and Write

## **Lesson 5**

### **Reading**

Anchor Text:Literature Anthology Reread Blancaflor



Expand Vocabulary-Word Squares

**Writing**

Expository Writing-Reading/Writing Companion-Plan:Organize Ideas

**Grammar**

More Plural Nouns-Assess and Reteach

**Spelling**

Inflectional Endings-Assess

**Week 4**

**Lesson 6**

**Reading**

Anchor Text:Literature Anthology Reread Blancaflor

Respond to Reading-Reading/Writing Companion-Write about the anchor text

**Grammar**

Possessive Nouns-Teach

**Spelling**

Contractions -Assess Prior Knowledge

**Lesson 7**

**Reading**

Paired Selection:Literature Anthology “From Tale to Table”

Expand vocabulary-Roots (geo, photo)

**Writing**

Expository Writing-Reading/Writing Companion-Draft:Elaboration

**Grammar**

Possessive Nouns-Teach

**Spelling**

Contractions -Spiral Review

**Lesson 8**

**Reading**

Paired Selection:Literature Anthology Reread “From Tale to Table”

Author’s Craft:Reading/Writing Companion-Figurative Language-Sequence

Expand vocabulary-Personification

**Grammar**

Possessive Nouns-Mechanics and Usage

**Spelling**

Contractions Word Meanings

**Lesson 9**

**Reading**

Fluency-Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

**Writing**

Expository Writing-Reading/Writing Companion-Revise:Peer Conferences

**Grammar**

Possessive Nouns-Proofread and Write

**Spelling**

Contractions-Proofread and Write

**Lesson 10****Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=75RNZDEWXOL1L2KZNK3NH8VZTE&originalDayId=14BQ2D1MDJDYSNXLDKFB5FCJ6Y&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

**Grammar**

Possessive Nouns-Assess and Reteach

**Spelling**

Contractions-Assess

**Week 5****Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-How to Make a Friend

Shared read: Reading/Writing Companion-"A Simple Plan" and "Rescue"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Homographs:Reading/Writing Companion

**Grammar**

Prepositional Phrases-Teach

**Spelling**

Closed Syllables-Assess Prior Knowledge

**Lesson 2****Reading**

Shared read Poetic Elements:Repetition and Rhyme:Reading/Writing Companion

Shared read Text Structure:Poetry Narrative and Free Verse:Reading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

**Phonics**

Reading/Writing Companion:Closed Syllables

**Fluency**

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Achieving Goals

**Writing**

Expository Writing-Reading/Writing Companion-Analyze the Rubric

**Grammar**

Prepositional Phrases-Teach

**Spelling**

Closed Syllables-Spiral Review

**Lesson 3****Reading**

Anchor Text:Literature Anthology “Stage Fright” and “Catching Quiet”

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

**Writing**

Expository Writing-Reading/Writing Companion-Academic Language

**Grammar**

Prepositional Phrases-Mechanics and Usage

**Spelling**

Closed Syllables-Word Meanings

**Lesson 4****Reading**

Paired Selection:Literature Anthology “Foul Shot”

Author’s Craft:Poetic Elements:Form and line breaks-Reading/Writing Companion

**Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Prepositional Phrases-Proofread & Write

**Spelling**

Closed Syllables-Proofread & Write

**Lesson 5****Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

**Assessment**

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=1YWF4X35HMSK9GQO41BQJQ1ZB4&originalDayId=CZ7HRFR28XLNH9SM59CDQM2V6O&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

**Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Prepositional Phrases-Assess & Reteach

**Spelling**

Closed Syllables-Assess

## Accommodations/Modifications

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

**English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

**Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose

- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level

- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 3
<b>Suggested Time Frame</b>	6 weeks

### **Overview / Rationale**

In this unit, students will read and understand realistic fiction, expository text, and argumentative texts. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and properly use action, main, and helping verbs, and build their vocabulary. They will learn what learning about different cultures teaches us, what benefits come from people working as a group, and how to explain what happened in the past. This unit focuses on planning, drafting, revising, editing, and publishing an argumentative essay.

### **Stage 1 – Desired Results**

#### **Established Goals:**

#### **New Jersey Student Learning Standards - English Language Arts**

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
  - A.Avoid fragments, run-ons and rambling sentences, and comma splices.
  - B.Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
  - C.Ensure agreement between subject and verb and between pronoun and antecedent.
  - D.Distinguish between frequently confused words.
  - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
  - F.Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
  - G.Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
  - HSpell grade appropriate words correctly, consulting references as needed.
- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- L.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 text orally with accuracy, appropriate rate, and expression.
  - C.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



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

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.TS.5.4. 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.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

approaches across two or more informational texts within the same genre or about the same or similar topics.

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

RL.CI.5.2. Determine the theme of a literary text (e.g. stories, plays or poetry) explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

RL.MF.5.6. 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).

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

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.UM.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.

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

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

W.WP.5.4. 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.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a  
 Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44  
 Amistad Mandates - N.J.S.A. 18A:35-4.43  
 Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include They Don't Mean It! And The Reluctant Traveler

### **Computer Science and Design Thinking**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

### **Interdisciplinary Connections**

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

### **Career Readiness, Life Literacies, and Key Skills**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

#### **Unit 3 Weeks 1 & 2:**

- Genre Focus: Informational Text:  
REALISTIC FICTION

#### **Enduring Understandings:**

*Students will be able to understand:*

<ul style="list-style-type: none"> <li>● Essential Question: What can learning about different cultures teach us?</li> </ul> <p><b>Unit 3 Weeks 3 &amp; 4:</b></p> <ul style="list-style-type: none"> <li>● Genre Focus: EXPOSITORY</li> <li>● Essential Question: What benefits come from people working as a group?</li> </ul> <p><b>Unit 3 Week 5:</b></p> <ul style="list-style-type: none"> <li>● Genre Focus: ARGUMENTATIVE TEXT</li> <li>● Essential Question: How do we explain what happened in the past?</li> </ul> <p><b>Unit 3 Week 6:</b></p> <ul style="list-style-type: none"> <li>● Genre Focus: REVIEW, EXTEND, AND ASSESS</li> </ul>	<ul style="list-style-type: none"> <li>● Realistic Fiction stories could have actually occurred to people or animals in a believable setting.</li> <li>● Realistic Fiction stories resemble real life, and fictional characters within these stories react similarly to real people.</li> <li>● Expository texts are nonfiction texts that give information and facts about a topic.</li> <li>● Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.</li> <li>● In Argumentative texts, the author is trying to persuade or convince the reader of something.</li> <li>● Argumentative texts take a position or stance on an issue.</li> <li>● Readers change their lenses because there are different ways to read texts depending on the text structure.</li> </ul>
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<p><b>Knowledge:</b></p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>● What learning about different cultures teach us.</li> <li>● What benefits come from people working as a group.</li> <li>● How to explain what happened in the past.</li> <li>● realistic fiction, expository text, and argumentative texts</li> </ul>	<p><b>Skills:</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Read and understand realistic fiction</li> <li>● Read and understand expository text</li> <li>● Read and understand argumentative texts</li> <li>● Use text evidence to respond to realistic fiction, expository text, and argumentative texts.</li> <li>● Read and understand social studies and science texts</li> </ul>
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Student Resources	
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access	

Teacher Resources
Wonders Teacher's Edition Unit 3 Leveled Readers Differentiated Genre Passages Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards

Stage 2 – Assessment Evidence	
<p><b>Pre-Assessments:</b></p> <ul style="list-style-type: none"><li>● Placement and Diagnostic Assessment</li></ul> <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"><li>● Selection Tests</li><li>● Conference notes</li><li>● Small group work notes</li><li>● Running Records</li></ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"><li>● Benchmark Assessments</li></ul>

Stage 3 – Learning Plan
<b><u>Unit 3 Week 1</u></b> <b><u>Lesson 1</u></b> <b><u>Reading</u></b> Introduce the concept and build knowledge Interactive Read aloud-Foods For Thought Shared read: Reading/Writing Companion- “A Reluctant Traveler” Shared read Academic Vocabulary:Reading/Writing Companion Shared read Context Clues:Reading/Writing Companion <b><u>Grammar</u></b> Action Verbs-Teach <b><u>Spelling</u></b> Open Syllables-Assess Prior Knowledge  <b><u>Lesson 2/3</u></b>

**Reading**

Shared read Summarize:Reading/Writing Companion

Shared read Plot: Characterization:Reading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

**Research & Inquiry**

Reading/Writing Companion:Learning About Different Cultures

**Phonics**

Reading/Writing Companion:Open Syllables

**Grammar**

Action Verbs-Teach

**Spelling**

Open Syllables-Spiral Review

**Lesson 4****Reading**

Anchor Text:Literature Anthology They Don't Mean It!

Expand Vocabulary-Reinforce the Words

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Rubric

**Grammar**

Action Verbs-Mechanics and Usage

**Spelling**

Open Syllables-Word Meanings

**Lesson 5****Reading**

Anchor Text:Literature Anthology They Don't Mean It!

**Writing**

Argumentative Writing-Reading/Writing Companion-Precise Language

**Grammar**

Action Verbs-Proofread and Write

**Spelling**

Open Syllables-Proofread and Write

**Week 2****Lesson 6****Reading**

Anchor Text:Literature Anthology-Reread They Don't Mean It!

Respond to Reading-Reading/Writing Companion-Write about the anchor text

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

**Grammar**

Verb Tenses-Teach

**Spelling**

Open Syllables (V/V)-Assess prior knowledge

### **Lesson 7**

#### **Reading**

Paired Selection:Literature Anthology “Where did That Come From?”

Expand vocabulary-Adages

#### **Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

#### **Grammar**

Verb Tenses-Teach

#### **Spelling**

Open Syllables (V/V)-Spiral Review

### **Lesson 8**

#### **Reading**

Paired Selection:Literature Anthology “Where did That Come From?”

Author’s Craft:Reading/Writing Companion-Author’s Purpose

Expand vocabulary-Multiple-Context Clues

#### **Phonics**

Reading/Writing Companion-Open Syllables (V/V)

#### **Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

#### **Grammar**

Verb Tenses-Mechanics and Usage

#### **Spelling**

Open Syllables (V/V)-Word Meanings

### **Lesson 9**

#### **Reading**

#### **Fluency**

Practice Book-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

#### **Grammar**

Verb Tenses-Proofread and Write

#### **Spelling**

Open Syllables (V/V)Proofread and Write

### **Lesson 10**

#### **Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=9D1WSDOHWGCW164L431LK6RSYO&originalDayId=MM5925KVZPBR7C4W11J84LM7LO&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

### **Grammar**

Verb Tenses-Assess & Reteach

### **Spelling**

Open Syllables (V/V)-Assess

## **Week 3**

### **Lesson 1**

#### **Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Nelson Mandela:Teamwork in Space

Shared read: Reading/Writing Companion-"Gulf Spill Superheroes"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Latin Roots:Reading/Writing Companion

#### **Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Prompt

### **Grammar**

Main and helping verbs-Teach

### **Spelling**

Vowel Team Syllables-Assess Prior Knowledge

## **Lesson 2**

#### **Reading**

Shared read SAsk and Answer Questions:Reading/Writing Companion

Shared read Text Structure-Problem & Solution:Reading/Writing Companion

Shared read ACentral Idea & Relevant Details:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

#### **Research & Inquiry**

Working Together

### **Phonics**

Practice Book:Vowel Team Syllables

### **Fluency**

Reading/Writing Companion:Fluency

### **Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

### **Grammar**

Main and helping verbs-Teach

### **Spelling**

Vowel Team Syllables-Spiral Review

## **Lesson 3**

### **Reading**

Anchor Text:Literature Anthology Winter's Tail

**Expand Vocabulary**

Reinforce the Words

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

**Grammar**

Main and Helping verbs-Mechanics and Usage

**Spelling**

Vowel Team Syllables-Word Meanings

**Lesson 4**

**Reading**

Anchor Text:Literature Anthology Winter's Tail

Anchor Text:Reading/Writing Companion:Take Notes About the Text

**Expand Vocabulary**

Connect to Writing

**Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Sources

**Grammar**

Main and Helping verbs--Proofread and Write

**Spelling**

Vowel Team Syllables-Proofread and Write

**Lesson 5**

**Reading**

Anchor Text:Literature Anthology Reread Winter's Tail

Expand Vocabulary-Word Squares

**Writing**

Argumentative Writing-Reading/Writing Companion-Plan:Organize Ideas

**Grammar**

Main and Helping verbs-Assess and Reteach

**Spelling**

Vowel Team Syllables-Assess

**Week 4**

**Lesson 6**

**Reading**

Anchor Text:Literature Anthology Reread Winter's Tail

Respond to Reading-Reading/Writing Companion-Write about the anchor text

**Grammar**

Linking verbs-Teach

**Spelling**

Consonant + ie Syllables-Assess Prior Knowledge

**Lesson 7**

**Reading**



Paired Selection:Literature Anthology “Helping Hands”

Expand vocabulary-Similes and metaphors

**Writing**

Argumentative Writing-Reading/Writing Companion-Draft:Logical Order

**Grammar**

Linking verbs-Teach

**Spelling**

Consonant + ie Syllables-Spiral Review

**Lesson 8**

**Reading**

Paired Selection:Literature Anthology Reread “Helping Hands”

Author’s Craft:Reading/Writing Companion-Literal and Figurative Language

Expand vocabulary-Context Clues

**Phonics**

Practice Book-Consonant + ie Syllables

**Grammar**

Linking verbs-Mechanics and Usage

**Spelling**

Consonant + ie Syllables- Word Meanings

**Lesson 9**

**Reading**

Fluency-Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

**Writing**

Argumentative Writing-Reading/Writing Companion-Revise:Peer Conferences

**Grammar**

Linking verbs-Proofread and Write

**Spelling**

Consonant + ie Syllables-Proofread and Write

**Lesson 10**

**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=C5BOYH5GRPG59T32CWY8SPGN6Y&originalDayId=389D149GRS4JD4YHWCC2JYKXN8&copySeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

**Grammar**

Linking verbs-Assess and Reteach

**Spelling**

Consonant + ie Syllables-Assess

## **Week 5**

### **Lesson 1**

#### **Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Stonehenge:Puzzle from the Past

Shared read: Reading/Writing Companion-"What was the Purpose of the Inca's Knotted Strings?"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Context Clues:Reading/Writing Companion

#### **Grammar**

Irregular verbs-Teach

#### **Spelling**

R-controlled Vowel Syllables-Assess Prior Knowledge

### **Lesson 2**

#### **Reading**

Shared read Summarize:Reading/Writing Companion

Shared read Text Structure:Compare and Contrast:Reading/Writing Companion

Shared read Author's Claim: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

#### **Phonics**

Practice Book-R-controlled Vowel Syllables

#### **Fluency**

Practice Book:Fluency

#### **Research & Inquiry:**

Reading/Writing Companion-Investigating the Past

#### **Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Rubric

#### **Grammar**

Irregular verbs-Teach

#### **Spelling**

R-controlled Vowel Syllables-Spiral Review

### **Lesson 3**

#### **Reading**

Anchor Text:Literature Anthology "Machu Picchu:Ancient City"

Anchor Text:Literature Anthology-Take notes about text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

#### **Writing**

Argumentative Writing-Reading/Writing Companion-Strong Conclusion

#### **Grammar**

Irregular Verbs-Mechanics and Usage

#### **Spelling**

R-controlled Vowel Syllables-Word Meanings

#### **Lesson 4**

##### **Reading**

Paired Selection:Literature Anthology “Dig this Technology”

Author’s Craft:Figurative Language-Reading/Writing Companion

##### **Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

##### **Grammar**

Irregular Verbs-Proofread & Write

##### **Spelling**

R-controlled Vowel Syllables-Proofread & Write

#### **Lesson 5**

##### **Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

##### **Assessment**

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=S13JNB2YX82NVP2N5BDONWR63Y&originalDayId=DJXQBR2JX6VDOXLFH8GBKM1SPO&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

##### **Writing**

Argumentative Writing-Reading/Writing Companion-Analyze the Student Model

##### **Grammar**

Irregular verbs-Assess & Reteach

##### **Spelling**

R-controlled Vowel Syllables--Assess

#### **UNIT 3 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**

##### **Day 1**

##### **Reading**

Reading Digitally-Animal Survivors

Reader’s Theater-A Thousand Miles to Freedom

Social Studies-Reading/Writing Companion-”Teamwork and Destiny” and “US Space School”

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Teamwork Poster

##### **Writing**

Argumentative Writing-Analyze the Prompt

##### **Day 2**

##### **Reading**

##### **Reading**

Reading Digitally-Animal Survivors

Reader’s Theater-A Thousand Miles to Freedom

Social Studies-Reading/Writing Companion-”Teamwork and Destiny” and “US Space School”

Social Studies-Reading/Writing Companion-Compare the Passages-Make a Teamwork Poster  
**Writing**

Argumentative Writing-Analyze the Sources

**Day 3**

**Reading**

Reader's Theater-A Thousand Miles to Freedom

Science-Reading/Writing Companion-"To Be an Archaeologist" and "Digging into the Past"

Science-Reading/Writing Companion-Compare and Contrast-Make Observations of Footprints

**Writing**

Argumentative Writing-Plan:Organize Ideas

**Day 4**

**Reading**

Reader's Theater-A Thousand Miles to Freedom

Science-Reading/Writing Companion-"To Be an Archaeologist" and "Digging into the Past"

Science-Reading/Writing Companion-Compare and Contrast-Make Observations of Footprints

**Writing**

Argumentative Writing-Draft:Sentence Structure

**Day 5**

**Reading**

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space-Publish and Present Inquiry Space

**Writing**

Argumentative Writing-Revise:Peer Conferences

**Assessment-Summative Assessment**

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=PFR3PM3V3YY92F54V7CCQRD8R1&originalDayId=L1FQ8BZQDS1FWHSRYLNZ7X3EYM&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

**Accommodations/Modifications**

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

**Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary

- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation

- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 4:
<b>Suggested Time Frame</b>	6 weeks

### **Overview / Rationale**

In this unit, students will read and understand biographies, drama, and poetry. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and properly use pronouns, homophones, and pronoun-verb agreement. They will learn what people can do to bring about a positive change, what you can discover when you give things a second look, and how you express that something is important to you. This unit focuses on planning, drafting, revising, editing, and publishing an expository essay.

### **Stage 1 – Desired Results**

#### **Established Goals:**

#### **New Jersey Student Learning Standards - English Language Arts**

#### **Interdisciplinary Connections**

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

A.Avoid fragments, run-ons and rambling sentences, and comma splices.

B.Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

C.Ensure agreement between subject and verb and between pronoun and antecedent.

D.Distinguish between frequently confused words.

E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

F.Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

G.Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

H.Spell grade appropriate words correctly, consulting references as needed.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.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 text orally with accuracy, appropriate rate, and expression.

C.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.make relevant connections when drawing inferences from the text.

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.



RI.TS.5.4. 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.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.AA.5.7. 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.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

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

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.MF.5.6. 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).

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

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

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.UM.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.

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

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

W.WP.5.4. 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.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a

Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44

Amistad Mandates - N.J.S.A. 18A:35-4.43  
Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include Rosa, Frederick Douglass: Freedom's Voice, and A Window into History: The Mystery of the Cellar Window

### Computer Science and Design Thinking

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

### Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

### Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

**Unit 4 Weeks 1 & 2:**

**Enduring Understandings:**

*Students will be able to understand:*

<ul style="list-style-type: none"> <li>● Genre Focus: Informational BIOGRAPHY</li> <li>● Essential Question: What can people do to bring about a positive change?</li> </ul> <p><b>Unit 4 Weeks 3 &amp; 4:</b></p> <ul style="list-style-type: none"> <li>● Genre Focus: DRAMA</li> <li>● Essential Question: What can you discover when you give things a second look?</li> </ul> <p><b>Unit 4 Week 5:</b></p> <ul style="list-style-type: none"> <li>● Genre Focus: POETRY</li> <li>● Essential Question: How do you express that something is important to you?</li> </ul> <p><b>Unit 4 Week 6:</b></p> <ul style="list-style-type: none"> <li>● Genre Focus: REVIEW, EXTEND, AND ASSESS</li> </ul>	<ul style="list-style-type: none"> <li>● Biographies are non fiction texts written by someone else about a person's life.</li> <li>● Biographies are written to inform about a real person's life.</li> <li>● A Drama is a story written so it can be performed by actors for an audience.</li> <li>● Drama stories tell the story through the words and actions of the characters.</li> <li>● Poetry tells a story and appeals to feelings or senses.</li> <li>● Poetry uses imaginative words to share ideas, emotions or a story with a reader.</li> <li>● Poetry can tell a story, describe a situation, or appeal to the senses.</li> <li>● Readers change their lenses because there are different ways to read texts depending on the text structure.</li> </ul>
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<p><b>Knowledge:</b></p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>● What people can do to bring about a positive change.</li> <li>● What you can discover when you give things a second look.</li> <li>● How do you express that something is important to you?</li> </ul>	<p><b>Skills:</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Read and understand biographies</li> <li>● Read and understand drama</li> <li>● Read and understand poetry</li> <li>● Use text evidence to respond to biographies, drama, and poetry</li> <li>● Read and understand social studies and science texts</li> </ul>
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Student Resources	
Rich selection of diverse books Reading/Writing Companion Literature Anthology Leveled Readers Online access	
Teacher Resources	
Wonders Teacher's Edition Unit 4 Leveled Readers	

Differentiated Genre Passages  
 Content Area BLM  
 ELL Small group guide  
 Newcomer cards  
 Newcomer Teacher's Guide  
 Center Activity Cards (Reading)  
 Center Activity Cards (Phonics/Word Study)  
 Center Activity Cards (Writing)  
 Digital Tools  
 Vocabulary Cards

### Stage 2 – Assessment Evidence

#### Pre-Assessments:

- Placement and Diagnostic Assessment

#### Formative Assessments:

- Selection Tests
- Conference notes
- Small group work notes
- Running Records

#### Summative Assessments:

- Benchmark Assessments

### Stage 3 – Learning Plan

#### Unit 4 Week 1

##### Lesson 1

##### Reading

Introduce the concept and build knowledge  
 Interactive Read aloud-Fighting For Change  
 Shared read: Reading/Writing Companion- "Frederick Douglass: Freedom's Voice"  
 Shared read Academic Vocabulary: Reading/Writing Companion  
 Shared read Prefixes and Suffixes: Reading/Writing Companion

##### Grammar

Pronouns and Antecedents-Teach

##### Spelling

Words with Final /el/ and /en/-Assess Prior Knowledge

##### Lesson 2

##### Reading

Shared read Summarize: Reading/Writing Companion

Shared read Text Features:Photographs and Captions:Reading/Writing Companion

Shared read Text Feature: Author's Perspective Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

### **Research & Inquiry**

Reading/Writing Companion:Positive Change

### **Phonics**

Reading/Writing Companion:Words with Final /el/ and /en/

### **Grammar**

Pronouns and Antecedents-Teach

### **Spelling**

Words with Final /el/ and /en/-Spiral Review

## **Lesson 3**

### **Reading**

Anchor Text:Literature Anthology Rosa

Expand Vocabulary-Reinforce the Words

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Rubric

### **Grammar**

Pronouns and Antecedents-Mechanics and Usage

### **Spelling**

Words with Final /el/ and /en/-Word Meanings

## **Lesson 4**

### **Reading**

Anchor Text:Literature Anthology Rosa

### **Writing**

Expository Writing-Reading/Writing Companion-Relevant Evidence and Sources

### **Grammar**

Pronouns and Antecedents-Proofread and Write

### **Spelling**

Words with Final /el/ and /en/-Proofread and Write

## **Lesson 5**

### **Reading**

Anchor Text:Literature Anthology Rosa

Expand Vocabulary-Word Squares

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

### **Grammar**

Pronouns and Antecedents-Assess and Reteach

### **Spelling**

Words with Final /el/ and /en/-Assess

## **Week 2**

## **Lesson 6**

### **Reading**

Anchor Text:Literature Anthology-Reread Rosa

Respond to Reading-Reading/Writing Companion-Write about the anchor text

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

### **Grammar**

Kinds of Pronouns-Teach

### **Spelling**

Prefixes-Assess prior knowledge

## **Lesson 7**

### **Reading**

Paired Selection:Literature Anthology “Our Voices, Our Votes”

Expand vocabulary-Hyperbole

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

### **Grammar**

Kinds of Pronouns-Teach

### **Spelling**

Prefixes-Spiral Review

## **Lesson 8**

### **Reading**

Paired Selection:Literature Anthology “Our Voices, Our Votes”

Author’s Craft:Reading/Writing Companion-Text Structure:Chronology

Expand vocabulary-Prefixes and suffixes

### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Student Model

### **Grammar**

Kinds of Pronouns-Mechanics and Usage

### **Spelling**

Prefixes-Word Meanings

## **Lesson 9**

### **Reading**

### **Fluency**

Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

### **Grammar**

Kinds of Pronouns-Proofread and Write

### **Spelling**

Prefixes-Proofread and Write

## **Lesson 10**

### **Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=H84MQ3YVJD7GNF1BQDDR99MM6Q&originalDayId=KSCVR9CLR5JTGHXQ5JDBJQZ5PE&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

### **Grammar**

Kinds of Pronouns-Assess & Reteach

### **Spelling**

Prefixes-Assess

## **Week 3**

### **Lesson 1**

#### **Reading**

Introduce the concept and build knowledge

Interactive Read aloud-The Mystery Riddle

Shared read: Reading/Writing Companion-"Where's Brownie"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Adages and Proverbs:Reading/Writing Companion

#### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Prompt

#### **Grammar**

Pronoun-Verb Agreement-Teach

#### **Spelling**

Homographs-Assess Prior Knowledge

## **Lesson 2**

#### **Reading**

Shared read Visualize:Reading/Writing Companion

Shared read Story Elements:Play:Reading/Writing Companion

Shared read Character Perspective:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

#### **Research & Inquiry**

A Second Look

#### **Fluency**

Reading/Writing Companion:Fluency

#### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Sources

#### **Grammar**

Pronoun-Verb Agreement-Teach

#### **Spelling**

Homographs-Spiral Review

### **Lesson 3**

#### **Reading**

Anchor Text:Literature Anthology The Moon Over Star

#### **Expand Vocabulary**

Reinforce the Words

#### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Sources

#### **Grammar**

Pronoun-Verb Agreement-Mechanics and Usage

#### **Spelling**

Homographs-Word Meanings

### **Lesson 4**

#### **Reading**

Anchor Text:Literature Anthology A Window into History of the Cellar Window

Anchor Text:Reading/Writing Companion:Take Notes About the Text

#### **Expand Vocabulary**

Connect to Writing

#### **Writing**

Expository Writing-Reading/Writing Companion-Analyze the Sources

#### **Grammar**

Pronoun-Verb Agreement--Proofread and Write

#### **Spelling**

Homographs-Proofread and Write

### **Lesson 5**

#### **Reading**

Anchor Text:Literature Anthology Reread A Window into History of the Cellar Window

Expand Vocabulary-Word Squares

#### **Writing**

Expository Writing-Reading/Writing Companion-Plan:Organize Ideas

#### **Grammar**

Pronoun-Verb Agreement-Assess and Reteach

#### **Spelling**

Homographs-Assess

### **Week 4**

#### **Lesson 6**

#### **Reading**

Anchor Text:Literature Anthology Reread A Window into History of the Cellar Window

Respond to Reading-Reading/Writing Companion-Write about the anchor text

#### **Grammar**

Possessive Pronouns-Teach

#### **Spelling**

Words with /cher/ and /zher/-Assess Prior Knowledge



## **Lesson 7**

### **Reading**

Paired Selection:Literature Anthology “A Boy, a Horse, and a Fiddle”

Expand vocabulary-Synonyms and Antonyms

### **Writing**

Expository Writing-Reading/Writing Companion-Draft:Strong Introduction

### **Grammar**

Possessive Pronouns-Teach

### **Spelling**

Words with /cher/ and /zher/-Spiral Review

## **Lesson 8**

### **Reading**

Paired Selection:Literature Anthology Reread “A Boy, a Horse, and a Fiddle”

Author’s Craft:Reading/Writing Companion-Similes and metaphors

Expand vocabulary-Context Clues

### **Phonics**

Practice Book-Words with /cher/ and /zher/

### **Expand Vocabulary**

Adages and proverbs

### **Grammar**

Possessive Pronouns-Mechanics and Usage

### **Spelling**

Words with /cher/ and /zher/- Word Meanings

## **Lesson 9**

### **Reading**

Fluency-Reading/Writing Companion-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

### **Writing**

Expository Writing-Reading/Writing Companion-Revise:Peer Conferences

### **Grammar**

Possessive Pronouns-Proofread and Write

### **Spelling**

Words with /cher/ and /zher/-Proofread and Write

## **Lesson 10**

### **Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=34E3Q3GE6S791SKBMND9TO31RY&originalDayId=Z6QMGQ3DRKVY6ZH5XPK1RZXE1M&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

**Grammar**

Possessive Pronouns-Assess and Reteach

**Spelling**

Words with /cher/ and /zher/-Assess

**Week 5****Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-I'm a Swimmer

Shared read: Reading/Writing Companion-"How Do I Hold the Summer?", "Catching a Fly", and "When I dance"

Shared read Academic vocabulary:Reading/Writing Companion-

**Grammar**

Pronouns and Homophones-Teach

**Spelling**

Suffixes -ance and -ence-Assess Prior Knowledge

**Lesson 2****Reading**

Shared read Poetic Elements:Stanzas and Meter:Reading/Writing Companion

Shared read Poetry:Lyric and free verse:Reading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

**Fluency**

Practice Book:Fluency

**Research & Inquiry:**

Reading/Writing Companion-What is Important to You?

**Writing**

Expository-Reading/Writing Companion-Analyze the rubric

**Grammar**

Pronouns and Homophones-Teach

**Spelling**

Suffixes -ance and -ence-Spiral Review

**Lesson 3****Reading**

Anchor Text:Literature Anthology "Words Free as Confetti" and "Dreams"

Anchor Text:Reading/Writing Companion:Take notes about the text

**Writing**

Expository-Reading/Writing Companion-Logical Text Structure

**Grammar**

Pronouns and Homophones--Mechanics and Usage

**Spelling**

Suffixes -ance and -ence-Word Meanings

#### **Lesson 4**

##### **Reading**

Paired Selection:Literature Anthology- “A Story of How a Wall Stands”

Author’s Craft-Reading/Writing Companion-Poetic Elements:Imagery

##### **Writing**

Expository-Reading/Writing Companion-Analyze the Student Model

##### **Grammar**

Pronouns and Homophones-Proofread & Write

##### **Spelling**

Suffixes -ance and -ence-Proofread & Write

#### **Lesson 5**

##### **Reading**

Integrate Ideas-Reading/Writing Companion-Make Connections-DOK 4

Expand Vocabulary-Word Squares

##### **Writing**

Expository-Reading/Writing Companion-Analyze the Student Model

##### **Grammar**

Pronouns and Homophones-Assess & Reteach

##### **Spelling**

Suffixes -ance and -ence-Assess

#### **UNIT 4 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**

##### **Day 1**

##### **Reading**

Reading Digitally-Doughbusters

Reader’s Theater-The Golden Door

Social Studies-Reading/Writing Companion-”Cesar Chavez:Hero at Work” and “Army of Helpers”

Social Studies-Reading/Writing Companion-Compare the Passages-Analyze A Quote-Create a Brochure

##### **Writing**

Expository Writing-Analyze the Prompt

##### **Day 2**

##### **Reading**

##### **Reading**

Reading Digitally-Doughbusters

Reader’s Theater-The Golden Door

Social Studies-Reading/Writing Companion-”Cesar Chavez:Hero at Work” and “Army of Helpers”

Social Studies-Reading/Writing Companion-Compare the Passages-Analyze A Quote-Create a Brochure

##### **Writing**

## Expository Writing-Analyze the Sources

### Day 3

#### Reading

Reader's Theater-The Golden Door

Science-Reading/Writing Companion-"Colorful Chameleons" and "Changing Their Look"

Science-Reading/Writing Companion-Compare the Passages-Research Mimicry

#### Writing

Expository Writing-Plan:Organize Ideas

### Day 4

#### Reading

Reader's Theater-The Golden Door

Science-Reading/Writing Companion-"Colorful Chameleons" and "Changing Their Look"

Science-Reading/Writing Companion-Compare the Passages-Research Mimicry

#### Writing

Expository Writing-Draft:Strong Conclusion

### Day 5

#### Reading

Unit Wrap Up-Make Connections and Reflect on Your Learning

Inquiry Space-Publish and Present Inquiry Space

#### Writing

Expository Writing-Revise:Peer Conferences

#### Assessment-Summative Assessment

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=B8XQHVQCOBM2MPJNF84JR77Z24&originalDayId=9YM4Z6LM3F46G3BN1HHF268LN4&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

## Accommodations/Modifications

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### Special Education and 504 Plans

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions

- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

#### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### **Extension Activities**

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests

- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

#### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 5
<b>Suggested Time Frame</b>	6 Weeks

### **Overview / Rationale**

In this unit, students will read and understand expository text, historical fiction, and argumentative texts.. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and properly use adjectives and adjectives that compare. They will learn how scientific knowledge can change over time, how shared experiences help people adapt to change, and how natural events and human activities affect the environment. This unit focuses on planning, drafting, revising, editing, and publishing a personal narrative.

### **Stage 1 – Desired Results**

#### **Established Goals:**

#### **New Jersey Student Learning Standards - English Language Arts**

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

A.Avoid fragments, run-ons and rambling sentences, and comma splices.

B.Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

C.Ensure agreement between subject and verb and between pronoun and antecedent.

D.Distinguish between frequently confused words.

E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

F.Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

G.Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

H.Spell grade appropriate words correctly, consulting references as needed.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.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 text orally with accuracy, appropriate rate, and expression.

C.Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.make relevant connections when drawing inferences from the text.



RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.TS.5.4. 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.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.AA.5.7. 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.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

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

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.MF.5.6. 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).

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

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

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.UM.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.

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

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

W.WP.5.4. 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.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a  
Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44  
Amistad Mandates - N.J.S.A. 18A:35-4.43  
Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include Bud, Not Buddy and The Day the Rollets Got their Moxie Back

### **Computer Science and Design Thinking**

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

### **Interdisciplinary Connections**

New Jersey Student Learning Standards for Science

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

### **Career Readiness, Life Literacies, and Key Skills**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

**Unit 5 Weeks 1 & 2:**

- Genre Focus: Informational Text: EXPOSITORY TEXT
- Essential Question: How can scientific knowledge change over time?

**Unit 5 Weeks 3 & 4**

- Genre Focus: HISTORICAL FICTION
- Essential Question: How do shared experiences help people adapt to change?

**Unit 5 Week 5:**

- Genre Focus: ARGUMENTATIVE TEXT
- Essential Question: How do natural events and human activities affect the environment?

**Enduring Understandings:**

*Students will be able to understand:*

- Expository texts are nonfiction texts that give information and facts about a topic.
- Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.
- Historical Fiction stories take place during the past in real locations during real time periods in history.
- Historical Fiction stories are based on real events but have fictional aspects mixed in.
- In Argumentative texts, the author is trying to persuade or convince the reader of something.
- Argumentative texts take a position or stance on an issue.
- Readers change their lenses because there are different ways to read texts depending on the text structure.

**Knowledge:**

*Students will know:*

- How scientific knowledge can change over time.
- How shared experiences help people adapt to change.
- How natural events and human activities affect the environment.

**Skills:**

*Students will be able to...*

- Read and understand expository text
- Read and understand historical fiction
- Read and understand argumentative texts
- Use text evidence to respond to expository text, historical fiction, and argumentative texts.
- Read and understand social studies and science texts

**Student Resources**

Rich selection of diverse books  
Reading/Writing Companion  
Literature Anthology  
Leveled Readers

Online access	
Teacher Resources	
Wonders Teacher's Edition Unit 5 Leveled Readers Differentiated Genre Passages Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards	

Stage 2 – Assessment Evidence	
<b>Pre-Assessments:</b> <ul style="list-style-type: none"> <li>Placement and Diagnostic Assessment</li> </ul> <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Selection Tests</li> <li>Conference notes</li> <li>Small group work notes</li> <li>Running Records</li> </ul>	<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>Benchmark Assessments</li> </ul>

Stage 3 – Learning Plan
<b><u>Unit 5 week 1</u></b> <b><u>Lesson 1</u></b> <b><u>Reading</u></b> Introduce the concept and build knowledge Interactive Read aloud-The Sun:Our Star Shared read: Reading/Writing Companion-"Changing Views of Earth" Shared read vocabulary:Reading/Writing Companion-Greek Roots Shared read Connotation and Denotation:Reading/Writing Companion <b><u>Grammar</u></b> Clauses-Teach <b><u>Spelling</u></b> Suffixes-Assess Prior Knowledge

## **Lesson 2**

### **Reading**

Shared read Ask and Answer questions: Reading/Writing Companion

Shared read Text Features: Diagrams: Reading/Writing Companion

Shared read Central Idea and relevant details: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read: Reading/Writing Companion

### **Fluency**

Practice Book: Fluency

### **Research & Inquiry:**

Reading/Writing Companion-Scientific Knowledge Grows

### **Grammar**

Clauses-Teach

### **Spelling**

Suffixes-Spiral Review

## **Lesson 3**

### **Reading**

Anchor Text: Literature Anthology “When is a Planet Not a Planet?”

### **Grammar**

Clauses-Mechanics and Usage

### **Spelling**

Suffixes-Word Meanings

## **Lesson 4**

### **Reading**

Anchor Text: Literature Anthology “When is a Planet Not a Planet?”

### **Grammar**

Clauses-Proofread & Write

### **Spelling**

Suffixes-Proofread & Write

## **Lesson 5**

### **Reading**

Anchor Text: Literature Anthology “When is a Planet Not a Planet?”

Expand Vocabulary-Word Squares

### **Grammar**

Clauses-Assess & Reteach

### **Spelling**

Suffixes-Assess

## **Week 2**

### **Lesson 6**

### **Reading**

Anchor Text: Literature Anthology-Reread “When is a Planet Not a Planet?”

Respond to Reading-Reading/Writing Companion-Write about the anchor text

**Writing**

Research Report:Writing-Reading/Writing Companion-Draft

**Grammar**

Complex Sentences-Teach

**Spelling**

Homophones-Assess prior knowledge

**Lesson 7**

**Reading**

Paired Selection:Literature Anthology “The Crow and the Pitcher”

Expand vocabulary-Thesaurus

**Writing**

Research Report:Writing-Reading/Writing Companion-Draft

**Grammar**

Complex Sentences-Teach

**Spelling**

Homophones-Spiral Review

**Lesson 8**

**Reading**

Paired Selection:Literature Anthology “The Crow and the Pitcher”

Author’s Craft:Reading/Writing Companion-Figurative Language:Imagery

Expand vocabulary-Greek Roots

**Writing**

Research Report:Writing-Reading/Writing Companion-Draft

**Grammar**

Complex Sentences-Mechanics and Usage

**Spelling**

Homophones-Word Meanings

**Lesson 9**

**Reading**

**Fluency**

Practice Book-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

**Grammar**

Complex Sentences-Proofread and Write

**Spelling**

Homophones-Proofread and Write

**Lesson 10**

**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

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## **Grammar**

Complex Sentences-Assess & Reteach

## **Spelling**

Homophones-Assess

## **Week 3**

### **Lesson 1**

#### **Reading**

Introduce the concept and build knowledge

Interactive Read aloud-**Starting Over**

Shared read: Reading/Writing Companion-"The Day the Rollets Got Their Moxie Back"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Idioms:Reading/Writing Companion

#### **Writing**

Research Report:Writing-Reading/Writing Companion-Revise

## **Grammar**

Adjectives-Teach

## **Spelling**

Prefixes-Assess Prior Knowledge

### **Lesson 2**

#### **Reading**

Shared read Make, confirm, and revise predictions:Reading/Writing Companion

Shared read Plot:Characterization:Reading/Writing Companion

Shared read Plot:Conflict:Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

#### **Research & Inquiry**

Supporting One Another

#### **Fluency**

Reading/Writing Companion:Fluency

#### **Writing**

Research Report Writing-Reading/Writing Companion-Peer Conferencing

## **Grammar**

Adjectives-Teach

## **Spelling**

Prefixes-Spiral Review

### **Lesson 3**

#### **Reading**

Anchor Text:Literature Anthology Bud, Not Buddy

**Expand Vocabulary**

Reinforce the Words

**Writing**

Research Report Writing-Reading/Writing Companion-Peer Conferencing

**Grammar**

Adjectives-Mechanics and Usage

**Spelling**

Prefixes-Word Meanings

**Lesson 4**

**Reading**

Anchor Text:Literature Anthology Bud, Not Buddy

Anchor Text:Reading/Writing Companion:Take Notes About the Text

**Expand Vocabulary**

Connect to Writing

**Writing**

Research Report Writing-Reading/Writing Companion-Peer Conferencing

**Grammar**

Adjectives-Proofread and Write

**Spelling**

Prefixes-Proofread and Write

**Lesson 5**

**Reading**

Anchor Text:Literature Anthology Reread Bud, Not Buddy

Expand Vocabulary-Word Squares

**Writing**

Research Report Writing-Reading/Writing Companion-Edit and Proofread

**Grammar**

Adjectives-Assess and Reteach

**Spelling**

Prefixes-Assess

**Week 4**

**Lesson 6**

**Reading**

Anchor Text:Literature Anthology Reread Bud, Not Buddy

Respond to Reading-Reading/Writing Companion-Write about the anchor text

**Grammar**

Adjectives that compare-Teach

**Spelling**

Suffixes -less and -ness-Assess Prior Knowledge

**Lesson 7**

**Reading**



Paired Selection:Literature Anthology “Musical Impressions of the Great Depression”

Expand vocabulary-Puns

**Writing**

Research Report Writing-Reading/Writing Companion-Publish, Present, and Evaluate

**Grammar**

Adjectives that compare-Teach

**Spelling**

Suffixes -less and -ness-Spiral Review

**Lesson 8**

**Reading**

Paired Selection:Literature Anthology Reread “Musical Impressions of the Great Depression”

Author’s Craft:Reading/Writing Companion-Text Structure:Compare and contrast

Expand vocabulary-Context Clues

**Expand Vocabulary**

Idioms

**Grammar**

Adjectives that compare--Mechanics and Usage

**Spelling**

Suffixes -less and -ness- Word Meanings

**Lesson 9**

**Reading**

Fluency-Practice Book-Fluency

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

**Writing**

Research Report Writing-Reading/Writing Companion-Publish, Present, and Evaluate

**Grammar**

Adjectives that compare-Proofread and Write

**Spelling**

Suffixes -less and -ness-Proofread and Write

**Lesson 10**

**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=O2WO65JOK75X4ZQ24P5QLR18X1&originalDayId=DMCMGM9ZMDNY5Q52GVF5796NMY&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

**Grammar**

Adjectives that compare-Assess and Reteach

**Spelling**

Suffixes -less and -ness-Assess

## **Week 5**

### **Lesson 1**

#### **Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Dams:Harnessing the Power of Water

Shared read: Reading/Writing Companion-"Should Plants and Animals from Other Places Live Here?"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Root words:Reading/Writing Companion

#### **Grammar**

Comparing with Good and Bad-Teach

#### **Spelling**

Suffix -ion-Assess Prior Knowledge

### **Lesson 2**

#### **Reading**

Shared read Ask and ANswer Questions:Reading/Writing Companion

Shared read Text Features:Charts and Headings:Reading/Writing Companion

Shared read Text Structure:Author's Perspective Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

#### **Fluency**

Practice Book:Fluency

#### **Research & Inquiry:**

Reading/Writing Companion-Environmental Changes

#### **Writing**

Personal Narrative-Reading/Writing Companion-Expert Model

#### **Grammar**

Comparing with Good and Bad-Teach

#### **Spelling**

Suffix -ion-Spiral Review

### **Lesson 3**

#### **Reading**

Anchor Text:Literature Anthology The Case of the Missing Bees

Anchor Text:Reading/Writing Companion-Respond to the text

Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

#### **Writing**

Personal Narrative-Reading/Writing Companion-Plan:Choose Your Topic

#### **Grammar**

Comparing with Good and Bad-Mechanics and Usage

#### **Spelling**

Suffix -ion-Word Meanings

### **Lesson 4**

**Reading**

Paired Selection: Literature Anthology “Busy, Beneficial Bees”

Author’s Craft: Puns Reading/Writing Companion

**Writing**

Personal Narrative-Reading/Writing Companion-Plan: Sequence

**Grammar**

Comparing with Good and Bad-Proofread & Write

**Spelling**

Suffix -ion--Proofread & Write

**Accommodations/Modifications**

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

**Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child’s IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers

- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

**English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

<http://visual.merriamwebster.com/>.

- Use an online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater

- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 6
<b>Suggested Time Frame</b>	6 weeks

### **Overview / Rationale**

In this unit, students will read and understand historical fiction, expository texts, and poetry. They will use text features and text structure to understand a text. They will check their comprehension by using text evidence to respond to and write about texts. Students will also identify and properly use adverbs and adverbs that compare. They will learn how different groups contribute to a cause, how living things adapt to their environment, and what our connections to the world can teach us. This unit focuses on planning, drafting, revising, editing, and publishing a historical fiction piece and a narrative poem.

### **Stage 1 – Desired Results**

#### **Established Goals:**

#### **New Jersey Student Learning Standards - English Language Arts**

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

A. Avoid fragments, run-ons and rambling sentences, and comma splices.

B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

C. Ensure agreement between subject and verb and between pronoun and antecedent.

D. Distinguish between frequently confused words.

E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

H. Spell grade appropriate words correctly, consulting references as needed.

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

L.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 text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. make relevant connections when drawing inferences from the text.

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RI.TS.5.4. 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.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.AA.5.7. 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.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

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

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RL.MF.5.6. 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).

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

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

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.UM.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.

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

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

W.WP.5.4. 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.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.



Diversity, Equity, and Inclusion-- N.J.S.A.18A:35-4.36a  
Asian American and Pacific Islander (AAPI) Mandate: N.J.S.A 18A:35-4.44  
Amistad Mandates - N.J.S.A. 18A:35-4.43  
Holocaust Mandates - N.J.S.A. 18A:35-28

Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily.

Titles include Survival at 40 Below, The Unbreakable Code, and Allies in Action

### **Computer Science and Design Thinking**

Computing Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

### **Interdisciplinary Connections**

New Jersey Student Learning Standards for Science

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

### **Career Readiness, Life Literacies, and Key Skills**

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

**Unit 6 Weeks 1 & 2:**

- Genre Focus: HISTORICAL FICTION
- Essential Question: How do different groups contribute to a cause?

**Unit 6 Weeks 3 & 4:**

- Genre Focus: EXPOSITORY TEXTS
- Essential Question: How are living things adapted to their environment?

**Unit 6 Week 5:**

- Genre Focus: POETRY
- Essential Question: What can our connections to the world teach us?

**Unit 6 Week 6:**

- Genre Focus: REVIEW, EXTEND, AND ASSESS

**Enduring Understandings:**

*Students will be able to understand:*

- Historical Fiction stories take place during the past in real locations during real time periods in history.
- Historical Fiction stories are based on real events but have fictional aspects mixed in.
- Expository texts are nonfiction texts that give information and facts about a topic.
- Expository text has a clear purpose: to educate the reader. While it may also entertain or persuade the reader, these are secondary benefits and not the author's goal.
- Poetry tells a story and appeals to feelings or senses.
- Poetry uses imaginative words to share ideas, emotions or a story with a reader.

**Knowledge:**

*Students will know:*

- How different groups contribute to a cause.
- How living things adapt to their environment.
- What our connections to the world can teach us.
- historical fiction, expository texts, and poetry.

**Skills:**

*Students will be able to...*

- Read and understand historical fiction
- Read and understand expository texts
- Read and understand poetry.
- Use text evidence to respond to historical fiction, expository texts, and poetry.
- Read and understand social studies and science texts

**Student Resources**

Rich selection of diverse books  
Reading/Writing Companion  
Literature Anthology

Leveled Readers	
Teacher Resources	
Wonders Teacher's Edition Unit 6 Leveled Readers Differentiated Genre Passages Content Area BLM ELL Small group guide Newcomer cards Newcomer Teacher's Guide Center Activity Cards (Reading) Center Activity Cards (Phonics/Word Study) Center Activity Cards (Writing) Digital Tools Vocabulary Cards	

Stage 2 – Assessment Evidence	
<b>Pre-Assessments:</b> <ul style="list-style-type: none"> <li>• Placement and Diagnostic Assessment</li> </ul> <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Selection Tests</li> <li>• Conference notes</li> <li>• Small group work notes</li> <li>• Running Records</li> </ul>	<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Benchmark Assessments</li> </ul>

Stage 3 – Learning Plan
<u><b>Week 1</b></u> <u><b>Lesson 1</b></u> <u><b>Reading</b></u> Introduce the concept and build knowledge Interactive Read aloud-Hope for the Troops Shared read: Reading/Writing Companion-"Shipped Out" Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Homophones:Reading/Writing Companion

**Grammar**

Adverbs-Teach

**Spelling**

Words with Greek Roots-Assess Prior Knowledge

**Lesson 2**

**Reading**

Shared read Summarize:Reading/Writing Companion

Shared read Plot:FlashbackReading/Writing Companion

Shared read Theme: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

**Fluency**

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-World War II

**Grammar**

Adverbs-Teach

**Spelling**

Words with Greek Roots-Spiral Review

**Lesson 3**

**Reading**

Anchor Text:Literature Anthology The Unbreakable Code

**Expand Vocabulary**

Reinforce the Words

**Writing**

Historical Fiction-Expert Model

**Grammar**

Adverbs-Mechanics and Usage

**Spelling**

Words with Greek Roots-Word Meanings

**Lesson 4**

**Reading**

Anchor Text:Literature Anthology The Unbreakable Code

Anchor Text:Literature Anthology-Take notes about text

**Expand Vocabulary**

Connect to Writing

**Writing**

Historical Fiction-Plan:Choose Your Topic

**Grammar**

Adverbs-Proofread and Write

**Spelling**

Words with Greek Roots- Proofread and Write

## **Lesson 5**

### **Reading**

Anchor Text:Literature Anthology The Unbreakable Code

Expand Vocabulary-Word Squares

### **Writing**

Historical Fiction-Plan:Character

### **Grammar**

Adverbs-Assess and Reteach

### **Spelling**

Words with Greek Roots--Assess

## **Week 2**

## **Lesson 6**

### **Reading**

Anchor Text:Literature Anthology The Unbreakable Code

Respond to Reading-Reading/Writing Companion-Write about the anchor text

### **Writing**

Historical Fiction-Draft

### **Grammar**

Adverbs that compare-Teach

### **Spelling**

Words with Latin Roots-Assess Prior Knowledge

## **Lesson 7**

### **Reading**

Paired Selection:Literature Anthology “Allies in Action”

Expand vocabulary-Literal and Figurative Language

### **Writing**

Historical Fiction-Draft

### **Grammar**

Adverbs that compare-Teach

### **Spelling**

Words with Latin Roots-Spiral Review

## **Lesson 8**

### **Reading**

Paired Selection:Literature Anthology “Allies in Action”

Author’s Craft:Reading/Writing Companion-Plot:Conflict

Expand vocabulary-Homophones

### **Writing**

Historical Fiction-Draft

### **Grammar**

Adverbs that compare-Mechanics and Usage

### **Spelling**

Words with Latin Roots-Mechanics and Usage

## **Lesson 9**

### **Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

### **Fluency**

Reading/Writing Companion-Fluency

### **Grammar**

Adverbs that compare-Proofread and write

### **Spelling**

Words with Latin Roots-Proofread and write

## **Lesson 10**

### **Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=OE87YMV2DCE38Q7EFTS6PGPFN4&originalDayId=C1K9ZR8P6H1WLEM9D5536QRY9Q&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

### **Grammar**

Adverbs that compare--Assess and Reteach

### **Spelling**

Words with Latin Roots-Assess

## **Week 3**

### **Lesson 1**

#### **Reading**

Introduce the concept and build knowledge

Interactive Read aloud-Bacteria:They're Everywhere

Shared read: Reading/Writing Companion-"Mysterious Oceans"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Context Clues:Paragraph Clues:Reading/Writing Companion

#### **Writing**

Historical Fiction-Revise

#### **Grammar**

Negatives-Teach

#### **Spelling**

Words from mythology-Assess Prior Knowledge

### **Lesson 2**

#### **Reading**

Shared read Ask and answer questions:Reading/Writing Companion

Shared read Text Features:Maps:Reading/Writing Companion

Shared read Text STructure:Cause and Effect: Reading/Writing Companion

Shared read Craft & Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

**Fluency**

Reading/Writing Companion:Fluency

Research & Inquiry: Reading/Writing Companion-Animal Adaptations

**Writing**

Historical Fiction-Peer Conferencing

**Grammar**

Negatives-Teach

**Spelling**

Words from mythology-Spiral Review

**Lesson 3**

**Reading**

Anchor Text:Literature Anthology Survival at 40 Below

**Expand Vocabulary**

Reinforce the Words

**Writing**

Historical Fiction-Peer Conferencing

**Grammar**

Negatives-Mechanics and Usage

**Spelling**

Words from mythology-Word Meanings

**Lesson 4**

**Reading**

Anchor Text:Literature Anthology Survival at 40 Below

Anchor Text:Literature Anthology-Take notes about text

**Expand Vocabulary**

Connect to Writing

**Writing**

Historical Fiction-Peer Conferencing

**Grammar**

Negatives-Proofread and write

**Spelling**

Words from mythology-Proofread and write

**Lesson 5**

**Reading**

Anchor Text:Literature Anthology Survival at 40 Below

Expand Vocabulary-Word Squares

**Writing**

Historical Fiction-Edit and Proofread

**Grammar**

Negatives-Assess and reteach

**Spelling**

Words from mythology-Assess

#### **Week 4**

#### **Lesson 6**

##### **Reading**

Anchor Text:Literature Anthology Survival at 40 Below

Respond to Reading-Reading/Writing Companion-Write about the anchor text

##### **Grammar**

Sentence Combining-Teach

##### **Spelling**

Number of prefixes uni-,bi-tri-, cent-Assess Prior Knowledge

#### **Lesson 7**

##### **Reading**

Paired Selection:Literature Anthology “Why the Evergreen Trees Never Lose Their Leaves”

Expand vocabulary-Sound devices

##### **Writing**

Historical Fiction-Publish, Present, and Evaluate

##### **Grammar**

Sentence Combining-Teach

##### **Spelling**

Number of prefixes uni-,bi-tri-, centSpiral Review

#### **Lesson 8**

##### **Reading**

Paired Selection:Literature Anthology “Why the Evergreen Trees Never Lose Their Leaves”

Author’s Craft:Reading/Writing Companion-Character Perspective

Expand Vocabulary-Context Clues

##### **Grammar**

Sentence Combining-Mechanics and Usage

##### **Spelling**

Number of prefixes uni-,bi-tri-Word Meanings

#### **Lesson 9**

##### **Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Expand vocabulary-Shades of Meaning

##### **Writing**

Historical Fiction-Publish, Present, and Evaluate

##### **Grammar**

Sentence Combining-Proofread and Write

##### **Spelling**

Number of prefixes uni-,bi-tri--Proofread and Write

#### **Lesson 10**



**Reading**

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand vocabulary-Morphology

**Assessment**-Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=DTFD2G9Y5MM3HPBSGRY26PGFY&originalDayId=2NSPTHB9CDLXD6VV7L75DGQMW1&copySeqNo=7VWEC9ZPSLB3PGHBH71ODXEYVQ>

**Grammar**

Sentence Combining-Assess and Reteach

**Spelling**

Number of prefixes uni-,bi-tri--Assess

**Week 5****Lesson 1****Reading**

Introduce the concept and build knowledge

Interactive Read aloud-The Beat

Shared read: Reading/Writing Companion-"To Travel" and "Wild Blossoms"

Shared read vocabulary:Reading/Writing Companion-Academic vocabulary

Shared read Personification:Metaphor:Reading/Writing Companion

**Grammar**

Prepositional Phrases-Teach

**Spelling**

Suffixes -ible and -able-Assess Prior Knowledge

**Lesson 2****Reading**

Shared read Poetic Elements:Assonance and consonance:Reading/Writing Companion

Shared read Poetry:Lyric and Narrative:Reading/Writing Companion

Shared read Craft and Structure: Reading/Writing Companion

Respond to reading-Write about the Shared read:Reading/Writing Companion

**Fluency**

Practice Book:Fluency

Research & Inquiry: Reading/Writing Companion-Connections

**Writing**

Narrative Poem-Reading and Writing Companion:Expert Model

**Grammar**

Prepositional Phrases-Teach

**Spelling**

Suffixes -ible and -able-Spiral Review

**Lesson 3****Reading**

Anchor Text:Literature Anthology "You are My Music" and "You and I"

Anchor Text:Literature Anthology-Take notes about text  
Respond to Reading:Write About the Anchor Text:Reading/Writing Companion

**Expand Vocabulary**

Reinforce the Words

**Writing**

Narrative Poem-Reading and Writing Companion:Plan:Choose Your Topic

**Grammar**

Prepositional Phrases-Mechanics and Usage

**Spelling**

Suffixes -ible and -able-Word Meanings

**Lesson 4**

**Reading**

Paired Selection:Literature Anthology “A Time to Talk”

Author’s Craft:CHaracter Perspective-Reading/Writing Companion

**Expand Vocabulary**

Connect to Writing

**Writing**

Narrative Poem-Reading and Writing Companion:Plan:Characters, Setting, and Plot

**Grammar**

Prepositional Phrases-Proofread and Write

**Spelling**

Suffixes -ible and -able-Proofread and Write

**Lesson 5**

**Reading**

Integrate Ideas:Reading/Writing Companion-Make Connections-DOK 4

Integrate Ideas:Reading/Writing Companion-Show Your Knowledge-DOK 4

Expand Vocabulary-Word Squares

**Assessment**

Progress Monitoring

<https://connected.mcgraw-hill.com/rd14t/lessonDetails.do?lessonId=MOMW4KL6O2FV6Z7BX81L7YJG68&originalDayId=OSJD9SBT6YS7KDZYJDG2GOCTT8&copySeqNo=7VWEC9ZPSLB3PGH71ODXEYVQ>

**Writing**

Narrative Poem-Reading and Writing Companion:Draft

**Grammar**

Prepositional Phrases-Assess and Reteach

**Spelling**

Suffixes -ible and -able-Assess

**UNIT 6 WEEK 6- Genre Focus: REVIEW, EXTEND, AND ASSESS**

**Day 1**

**Reading**

Level Up Writing-From Good to Great

Reading Digitally- The Tortoise and the Solar Planet  
Reader's Theater-"Round the World with Nellie Bly"  
Social Studies Reading/Writing Companion-"Sarah Winnemucca:Word Warrior" "Sequoyah's Gift"

Social Studies-Reading/Writing Companion-Compare the Passages- Research Historical Information-Write About a Memory

**Writing**

Narrative Poem-Reading and Writing Companion:Revise

**Day 2**

**Reading**

Level Up Writing-From Good to Great

Reading Digitally- The Tortoise and the Solar Planet

Reader's Theater-"Round the World with Nellie Bly"

Social Studies Reading/Writing Companion-"Sarah Winnemucca:Word Warrior" "Sequoyah's Gift"

Social Studies-Reading/Writing Companion-Compare the Passages- Research Historical Information-Write About a Memory

**Writing**

Narrative Poem-Reading and Writing Companion:Peer Conferencing

**Day 3**

**Reading**

Reader's Theater-Round the World with Nellie Bly

Science-Reading/Writing Companion-"Wonders of the Water Cycle" "An Ocean of Adaptations"

Science-Reading/Writing Companion-Compare the Passages-Observe Water Molecules in Action

**Writing**

Narrative Poem-Reading and Writing Companion>Edit and Proofread

**Day 4**

**Reading**

Reader's Theater-Round the World with Nellie Bly

Science-Reading/Writing Companion-"Wonders of the Water Cycle" "An Ocean of Adaptations"

Science-Reading/Writing Companion-Compare the Passages-Observe Water Molecules in Action

**Writing**

Narrative Poem-Reading and Writing Companion:Publish, Present, and Evaluate

**Day 5**

**Reading**

Unit Wrap Up-Make Connections and Reflect on Your Learning

**Inquiry Space**

Publish and Present Inquiry Space

**Assessment-Summative Assessment**

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### **Writing**

Narrative Poem-Reading and Writing Companion:Publish, Present, and Evaluate

### **Accommodations/Modifications**

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters

- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide students with clear expectations in writing and grading criteria for assignments (rubrics)

#### Testing Accommodations:

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

#### **English Language Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use an online translator to assist students with pronunciation:

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to their proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)

- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses topic(s) and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.