# Fifth Grade <br> English Language Arts and Literacy Curriculum 

Assistant Superintendent<br>Donna Reichman

Director of Elementary Education
Dawn Auerbach

Committee Members

Suzana Adamo
Yvonne Arcilla
Stefanie Biondo
Elisabeth Bullock
Colleen Bustard
Hilary Caruso
Ashley Conklin
Dorothy Dmuchowski
Lisa Drake
Courtney Duin-Savastano
Jenna Furfaro

# Assistant Principal <br> Cathy Gaynor 

Rose Guselli<br>Ellen Klein<br>Lauren Mahmudi<br>Kim Moore<br>Jaime Morano<br>Debra Nussbaum<br>Dana Pentimone<br>Kimberly Sek<br>Serge Sosnov<br>Heather Weinstein

Curriculum Developed
July 2017
Revised August 2018 \& 2022
Adopted August 18, 2022

## How To Use this Curriculum

This curriculum was created to support English Language Arts teachers in their instructional choices. We know all sound instructional choices are based on the needs of the students in the classroom and therefore, this document is meant to be a guide. This guide lists all essential material: goals, standards, essential questions, teaching points, and assessments. While all students in a class will be working toward common goals, the day to day teaching points will vary based on what the students need. In other words, not all of the teaching points on the documents will necessarily be taught-- only the ones that the students in the class need-- but all of the goals will be addressed. In addition, if teachers need to add teaching points that are not listed in this document they should do so.

## Steps for Using the Units:

1. Read the unit and discuss it with your colleagues.
2. Give a pre-assessment and analyze student work in relation to the unit goals.
3. Choose the teaching points that match your students' needs.
4. Choose the components you will use to teach them (shared reading, read aloud, shared writing, workshop, or word study- see chart on the following pages).
5. Make a plan and map out the progression of the individual unit.

## Glossary of Terms

Book Club: 3-5 students who are all reading the same book and meet regularly to discuss their thinking

Celebration: the culminating event at the end of a unit of study; a time to self-reflect and set goals for future reading; connects in some ways to unit goals; can incorporate the theme of the unit and feel celebratory and fun

Classroom Library: at least a few hundred books that are a part of the classroom environment; organized and run by students; sorted into bins for easy student access; aligns with the units of study; organized by genre, author, or topic and leveled in student-appropriate ways

Conference: the teacher meets with individual students, gets to know them well through observations and process-based questions, reinforces a strength with feedback, offers new instruction with a teaching point, and uses the time to build a positive relationship with each student

Guided Reading: the teacher meets with a small group of students who are at the same instructional reading level and uses a common text to introduce that next reading level's characteristics; does a very brief introduction to the level, listens and coaches students as they read by themselves; has a comprehension conversation; and then chooses a teaching point that most students need based on current observations

Independent Reading: each student self selects books to read and and applies strategies previously learned to engage with their texts

Independent Reading Level: books a student can read on his/her own with accuracy, fluency, and comprehension; not just the score on a formal benchmark assessment but also what the student can read all by himself

Instructional Reading Level: typically one reading level above the independent reading level where a student needs some support to comprehend the text but not so much that the teacher ends up doing most of the work

Interactive Read Aloud: the teacher reads a text or a portion of a text out loud and stops to model thinking and offer time for students to practice thinking through turn and talks or stop and jots; there is one copy of the book and the teacher is holding it

Mentor Text: a text the teacher uses to model strategies and study author's choices with students; this text is used over and over again for instruction

Mini-Lesson: direct instruction in a strategy; the teacher uses a connection to set the context, a demonstration to model a strategy, an active engagement to let students have a quick practice, and a link to connect the strategy to the larger goals of the unit and when they might choose to use them

Pre-Assessment: a formal or informal way of getting information about students' current ability to reach the goals of the unit prior to instruction; this can be a conference, questions that students answer off of a read aloud text or off of an independent text; teachers analyze the information gathered to make instructional decisions about what teaching points to focus on based on student needs

Post-Assessment: a formal assessment at the end of a unit of study that allows students to demonstrate all they learned and how they progressed toward the goals

Reading Partnership: two students who work together across a unit of study (and sometimes longer); they meet daily for either partner reading (kinder and 1st) or partner talk (2nd-5th); typically students who are at similar reading levels and get along well

Reading Workshop: a brief Mini-Lesson where the teacher models a strategy, followed by a large chunk of independent reading, while the teacher confers or meets with small groups, and then a time for student conversations and a teaching share at the end

Shared Reading: the teachers uses an enlarged (and often projected) text so all students can share in the reading process; there is an instructional focus each day; each session lasts about 10-15 minutes, the same text is used across several days

Strategy Group: a small group of students who the teacher decided all would benefit from the same strategy; teacher models and/or uses guided practice to coach students when using the strategy; typically students do not have the same text and apply the strategy in their own texts

Teaching Point: the focus of a lesson that includes a goal (what) and a strategy (how to)

Unit of Study: a way of organizing the year and the standards into containers where the entire class studies a topic or genre or set of skills for several weeks at a time

## What is the structure of a unit of study?

Week 1: Immersion
Weeks 2-5: Workshop Weeks
Week 6: Feedback, Assessment, and Reflection (FAR)

## What is Immersion?

During the first week of a unit of study the class is immersed in the genre, skills, and strategies that will be studied during the workshop weeks. The purpose of immersion is to
$\rightarrow$ assess students' prior knowledge and skills with the goals of the unit
$\rightarrow$ preview the work that students will be learning to do independently during the workshops
$\rightarrow$ pre-teach language, vocabulary, and concepts
$\rightarrow$ participate in shared experiences
$\rightarrow$ build excitement, enthusiasm, and a clear purpose for students

While students will continue to read independently both in school and at home during the immersion week, most of the teaching time during this week will be dedicated to shared experiences. This allows teachers to build a common, strong foundation in the goals for the unit prior to expecting students to begin working independently in the workshop. Most of the teaching and learning during this week will be in the components of balanced literacy. These include
$\rightarrow$ pre-assessments
$\rightarrow$ interactive read alouds
$\rightarrow$ shared reading
$\rightarrow$ shared and interactive writing
$\rightarrow$ goal-setting conferences with students
These components begin during immersion and continue throughout the entire unit of study. On the next page is a sample schedule for the immersion week.

## Immersion Week Sample Schedule

## Week 1

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: |
| Explain goals and essential questions for | Interactive Read Aloud 15-20 minutes | Interactive Read Aloud 15-20 minutes | Interactive Read Aloud 15-20 minutes | Interactive Read Aloud 15-20 minutes |
| across the week) | Shared Reading 15 minutes | Shared Reading 15 minutes | Shared Reading 15 minutes | Shared Reading 15 minutes |
| Interactive Read Aloud 15-20 minutes | Shared Writing 15 minutes | Shared Writing 15 minutes | Shared Writing 15 minutes | Shared Writing 15 minutes |
| Shared Reading 15 minutes | Pre-Assessments for | Pre-Assessment for |  | Independent Reading |
| Shared Writing 15 minutes | Writing Part 2 (revise and edit) 30 minutes | Reading 30-45 minutes | Independent Reading 30-45 minutes and confer with students about setting goals | 30-45 minutes and confer with students about setting goals |
| Pre-Assessment for Writing Part 1 (plan and draft) 30-45 minutes |  |  |  |  |

*These sample schedules include reading and writing but not word study.

## How do the components fit into the workshop weeks?

## Weeks 2-5

During the workshop weeks reading workshop happens daily for about 45 minutes. There are some units of study where the reading and writing are so closely aligned that there may be a 90 minute workshop where both reading and writing are happening together.

The remaining three components are often rotated throughout the week so that Shared Reading happens 4 days a week, Interactive Read Aloud happens 3 days a week, and Shared or Interactive Writing (K-1) happens 3 days a week. Of course, this schedule is based solely on the 120 minute literacy time. Read aloud, shared reading and shared writing can be used in social studies, science, and other areas when appropriate. Word Study happens outside of this sample schedule.

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: |
| Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes | Reading Workshop 45 minutes |
| Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes | Writing Workshop 45 minutes |
| Interactive Read Aloud 15 minutes | Interactive Read Aloud 15 minutes | Shared Reading 15 minutes | Interactive Read Aloud 15 minutes | Shared Reading 15 minutes |
| Shared Writing 15 minutes | Shared Reading 15 minutes | Shared Writing 15 minutes | Shared Reading 15 minutes | Shared Writing 15 minutes |

## What is the Feedback, Assessment, Reflection (FAR) week?

## Week 6

During the sixth, and final week of the unit of study, the students will participate in post-assessments, reflect on their growth and learning, and be given explicit feedback. This week allows the teacher and students time to
$\rightarrow$ consolidate and apply what was learned across the month into a shorter time frame in post-assessments (embedding test-taking practice and skills into the units)
$\rightarrow$ look back across the unit and reflect on what was learned and what skills continue to need attention
$\rightarrow$ confer with every student and offer specific feedback they can focus on in the next units of study
$\rightarrow$ celebrate and share learning with others
During the FAR week, students will be working independently, in small groups, and with the teacher. Below is a sample schedule for what the FAR week might look like.

One Possible Schedule for Feedback, Assessment, Reflection (FAR)

| Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: |
| Post-Assessment for Writing Part 1 <br> Post-Assessment for Reading | Post-Assessment for Writing Part 2 <br> Rehearse and Prepare for Reading Celebration <br> Fancy-Up Published Piece of Writing *Teacher meets with groups of students to give feedback and go over assessments and goals | Write a reflection on your progress towards your goals for the units <br> Finish published pieces and/or review your pre-assessment and revise it in another color pencil <br> *Teacher meets with groups of students to give feedback and go over assessments and goals | Reading Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) <br> Begin to organize the classroom library for the next unit of study (re-order books etc.) <br> *Teacher meets with groups of students to give feedback and go over assessments and goals | Writing Celebration and Conversations to Wrap-up the Unit (back to essential questions and goals) <br> Read and comment on each other's work and place published pieces in the classroom library |

## What does a Reading Workshop Period Look Like?

If you have 45 minutes you can break up your time into smaller chunks. The middle 30 minutes is for independent reading and then the teacher can decide who to meet with in conferences or small groups.

| 10 | Mini-Lesson |
| :---: | :---: |
| 10 |  |
| 10 |  |
| 10 | TeAChing Share |
| 5 |  |

Below is one sample way to break up the 30 minutes of independent reading instructional time in a primary classroom setting.

|  | STUDENTS | TEACHER |
| :---: | :---: | :---: |
| 10 | MINILESSON | MINILESSON |
| 10 | INDEPENDENT READING | CONFER WITH 2 STUDENTS |
| 10 | PARTNER READING | GUIDED READING GROUP WITH 3-5 |
| STUDENTS |  |  |

Below is one example in an upper elementary grade setting.

|  | Students | TEACHER |
| :---: | :---: | :---: |
| 10 | MINI-LESSON | MINI-LESSON |
| 15 | INDEPENDENT READING | 2 CONFERENCES |
| 15 | INDEPENDENT READING | STRATEGY LESSON WITH 3-4 STUDENTS |
| 5 | PARTNER CONVERSATIONS | COACH PARTNERSHIPS |
| 5 | TEACHING SHARE | TEACHING SHARE |

## ELA: Reading <br> Grade 5 <br> Year at a Glance

| Units | Time Frame | Read Aloud/Shared Reading Goals | Independent/Guided Reading Goals |
| :---: | :---: | :---: | :---: |
| Unit 1: <br> Launch Tackling the Tough Stuff | 3 <br> Weeks | - Readers build independence. <br> - Readers tackle the challenges in books. <br> - Readers use writing to share and support their opinions. <br> - Readers use conversation to share and support their opinions. | - Readers build independence. <br> - Readers tackle the challenges in books. <br> - Readers use writing to share and support their opinions. <br> - Readers use conversation to share and support their opinions. <br> - Readers set goals for themselves. |
| Unit 2: <br> Fiction <br> Tackling <br> Fiction | 9 <br> Weeks | - Readers identify different types and structures of fiction. <br> - Readers form ideas about fiction. <br> - Readers identify and interpret themes. <br> - Readers use their conversation and writing to form and deepen ideas about fiction. | - Readers identify different types and structures of fiction. <br> - Readers form ideas about fiction. <br> - Readers identify and interpret themes. <br> - Readers use their conversation and writing to form and deepen ideas about fiction. |
| Unit 3: <br> NonFiction <br> Tackling <br> Nonfiction | 9 <br> Weeks | - Readers use type, text structure and text features to read nonfiction. <br> - Readers use a variety of strategies to navigate nonfiction text. <br> - Readers infer an author's purpose or point of view. <br> - Readers use conversation and writing to form and deepen ideas about nonfiction. | - Readers use type, text structure and text features to read nonfiction. <br> - Readers use a variety of strategies to navigate nonfiction text. <br> - Readers infer an author's purpose or point of view. <br> - Readers use conversation and writing to form and deepen ideas about nonfiction. |
| Unit 4: <br> Poetry <br> Tackling | 6 Weeks | - Readers identify different structural features of a poem. | - Readers identify different structural features of a poem. |


| Poetry |  | - Readers analyze poems for a variety of literary techniques. <br> - Readers examine the author's purpose of poetry. <br> - Readers use their conversation and writing to form and deepen ideas about poetry <br> - Readers use a variety of strategies to read and interpret poetry. | - Readers analyze poems for a variety of literary techniques. <br> - Readers examine the author's- purpose of poetry. <br> - Readers use their conversation and writing to form and deepen ideas about poetry <br> - Readers use a variety of strategies to read and interpret poetry. |
| :---: | :---: | :---: | :---: |
| Unit 5: <br> Social Studies <br> Tackling The American Revolution | Weeks shared with 4 Weeks of Writing | - Readers use knowledge of genre and text structure to support understanding in content literacy. <br> - Readers use a variety of strategies and skills to navigate content area literature. <br> - Readers infer an author's purpose or point of view in content literacy. <br> - Readers use conversation and writing to form and deepen ideas about content literacy. | - Readers use knowledge of genre and text structure to support understanding in content literacy. <br> - Readers use a variety of strategies and skills to navigate content area literature. <br> - Readers infer an author's purpose or point of view in content literacy. <br> - Readers use conversation and writing to form and deepen ideas about content literacy. |

## Launch: Tackling the Tough Stuff Grade 5 Unit 1

Fifth grade readers have already learned so much about how to be active and independent readers and the start of the year is focused on being willing and able to work through challenges on their own. We called this unit Tackling the Tough Stuff because we want students to use strategies on their own when words get tough, the plot gets confusing, characters are complex, and a variety of other tough parts come up. This means we will both remind students of previously learned strategies, and also help them go deeper by forming opinions and analyzing the text. Students participate in conversations and use reading notebook entries as tools for working through understanding the tough parts of texts.

## Essential Questions:

- How do readers tackle the tough stuff in reading?
- How do readers work toward reading goals?


## Enduring Understandings:

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Readers build independence.
- Readers tackle the challenges in books.
- Readers use writing to share and support their opinions.
- Readers use conversation to share and support their opinions.
- Readers set goals for themselves.


## NISLS-ELA

## NJSLS-Social Studies

## Career Readiness, Life Literacies, and Key Skills

## WIDA ELD Standards

Reading Standards for Literature
Key Ideas and Details: RL.5.1, RL.5.2, RL.5.3
Craft and Structure: RL.5.4,RL.5.5, RL.5.6,
Integration of Knowledge and Ideas: RL.5.9
Range of Reading and Level of Text Complexity: RL.5.10
Reading Standards for Informational Text
Key Ideas and Details: RI.5.1, RI.5.2, RI.5.3
Range of Reading and Level of Text Complexity: RI.5.10
Reading Foundation Standards
Phonics and Word Recognition: RF.5.3
Fluency. RF.5.4

## Writing Standards

Research to Build and Present Knowledge: W.5.8, W.5.9
Range of Writing: W.5.10

|  | Speaking and Listening Standards <br> Comprehension and Collaboration: SL.5.1, SL.5.3 <br> Presentation of Knowledge and Ideas: SL.5.4, S.5.6 <br> Language Standards <br> Vocabulary Acquisition and Usage: L.5.4, L.5.5, L.5.6 <br> Career Readiness Practices <br> CRP1. <br> WIDA ELD Standards <br> Social and Instructional Language: ELD Standard 1 The Language of Language Arts: ELD Standard 2 |
| :---: | :---: |
| What Students Are Reading: <br> Teachers can guide students to read around their reading level from the end of 4th grade. This tends to be one level below, on and above. In this unit students will need to choose both fiction and nonfiction. We suggest the following: <br> - Students reading levels L-N should read 5-6 books per week. <br> - Students reading levels O-Q should read 5-6 books per week. <br> - Students reading levels R-T should read 4-5 books per week. <br> - Students reading levels $U$ and above should read 2-3 books per week. | Unit Timeframe: 3 Weeks |
| Vocabulary and Key Concepts: <br> See vocabulary on pages of Schoolwide: Launch Grade 5 binder | Assessments (some assessments can be in more than one category): <br> Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring, <br> Summative: SchoolWide reading assessments and teacher created assignments <br> Benchmark: Fountas \& Pinnell, Word Study |


|  | Alternative: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments |
| :---: | :---: |
| Reading Foundation Skills Building Vocabulary | Differentiation Strategies: <br> - Strategy and flexible groups based on formative assessment or student choice <br> - Guided reading groups <br> - One:One conferring with teacher <br> - Student selected goals for reading <br> - Level of independence <br> - Consult mentor texts to support reading strategies <br> - ELL Supports and Extension activities are included with each lesson <br> - Differentiation Strategies for Special Education Students <br> - Differentiation Strategies for Gifted and Talented Students <br> - Differentiation Strategies for ELL Students <br> - Differentiation Strategies for At Risk Students <br> - Differentiation Strategies for Students with a 504 |
| Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines <br> Social Studies: Amistad Mandate, Holocaust Mandate <br> Career Readiness, Life Literacies, \& Key Skills: 9.1.5.PB.1, 9.1.5.PB.2, 9.4.5.TL. 3 <br> In this unit, students will have the opportunity to become a classroom of readers and learn how to function in a community. A Day's Work shows students the life of a day laborer. For the Love of the Game: Michael Jordan and Me addresses following one's dream for a profession. The Hard-Times Jar makes an interdisciplinary connection about how finances impact spending decisions. Both mentor texts can be used to address the Amistad Mandate. When Jessie Came Across the Sea can be used to illustrate the challenges of a young Eastern European girl to address the Holocaust Mandate. Students can use technology to access texts and participate in a variety of classroom activities. |  |


| Unit Goals | Possible Teaching Points: Can be practiced in Shared Reading and Interactive Read Aloud | Possible Teaching Points: Can be applied in Independent Reading and Guided Reading | Notes for Teachers |
| :---: | :---: | :---: | :---: |
| Readers build independence. | Readers practice the routines of Interactive Read Aloud (Lesson 1). <br> Readers practice the routines of Shared Reading. | Readers practice the routines of Independent Reading (Lesson 1). <br> Readers decorate their reading notebooks to make it personal and important. <br> Readers practice the routines of a mini lesson. <br> Readers choose books they can and like to read (Lesson 3). <br> When readers go book shopping they check out more than one book to have another ready to go. <br> Readers know how to stay focused and when they lose focus how to get back on track. <br> When readers come to unfamiliar words, they try several strategies to figure them out. <br> - Prefix, suffix, root <br> - Context clues <br> - Synonym <br> - Syllabication <br> Readers preview the front cover, back cover, and think about what a book may be about before starting to get their mind ready to read. <br> At the end of a book, readers can give a book talk, write their thoughts | Have students bring in pictures and things to decorate their notebooks. Refer to pages 16, 61, 113. <br> Modify this chart and use this as an example. Use the information from the table on page 30 to create a T-chart such as this below: <br> Recreate the chart on page 38 or photocopy and hand out. <br> We added in these lessons on independence to help build a foundation that helps students know what to do on their own so they do not interrupt the teacher during conferring and guided reading. Model these lessons if your students need more help with independence. |


|  |  | about the book, look for another common book, or reflect on what they learned from the book. <br> Readers find a spot where they can focus and maintain stamina while reading. | Have students try out a spot for a few days and then keep them in spots. |
| :---: | :---: | :---: | :---: |
| Readers tackle the challenges in books. | Readers pay attention to their thinking to understand what they read (Lesson 4). | Readers pay attention to their thinking to understand what they read (Lesson 4). <br> Readers use story elements to understand and help them through the challenging parts of the story (Mini-Lesson 5). <br> Readers understand that characters are complex and have many qualities that make them unique. Readers form multiple ideas about characters (Mini-Lesson 6). <br> Challenges are normal for all readers but it's important to not skip over them but to use strategies to tackle them. Some problems readers may encounter are: <br> - When the setting changes <br> - When the setting moves around a lot (flashbacks, flash forwards) <br> - When a new character shows up <br> - When there's a lot of dialogue and you lose track of who is talking <br> - When the author uses language that we are unfamiliar with | Create an anchor chart from the information on page 42. <br> Create an anchor chart of story elements. Have students write in their notebook. Refer to pages 84 $\& 85$. <br> Students can create a timeline of a character, a 3 column chart or another activity. Refer to page 90. <br> Create a chart called Tough Stuff in Books and list these challenges. Elicit responses from the students. This could happen over time and continue adding to the chart. Percy Jackson and the Lightning Thief may be a great read aloud to introduce these challenges and you can use it again during fiction. |


|  |  | - When I can't picture what it going on <br> - When I get interrupted and I forget what I just read |  |
| :---: | :---: | :---: | :---: |
| Readers use conversations to share and support their opinions. | Readers use guidelines to have thoughtful conversations (Lesson 6). | Readers use guidelines to have thoughtful conversations (Lesson 6). | Refer to the chart on page 51 (Guidelines for Conversation). Choose the bullet points that work best for your class. |
|  |  | When readers are reading different books they share a brief summary or read an excerpt before they share their thinking. This helps their partner understand the book. <br> Speakers use conversation starters to discuss their post-it notes to begin and grow conversations (Lesson 7 \& 8, Mini-Lesson 4). <br> Readers listen closely and actively to their partners to help them explain their thinking (Lesson 8). <br> After a conversation, readers write down the new ideas they discussed. | Guidelines for Conversation <br> Listen carefully and respectfully. Pay attention to your partner's body language to tell when it is your time to talk. <br> Your conversation should go back and forth. <br> Everyone should be speaking. Respond to your partner by adding information or asking questions. <br> Ask questions when something is confusing. <br> Use evidence from the text to support your thinking. Make connections between ideas. |
|  |  |  | Refer to the charts on page 55 \& 60. Make a copy for each student. Also refer to page 80. Create an anchor chart or copy for each student. <br> Once you have assessed your students' reading levels, you can form partnerships for students to discuss. At the end of the unit, reflect and see if partners will stay |


|  |  |  | or change. They should write this in their Reader's Notebook. |
| :---: | :---: | :---: | :---: |
| Readers use writing to share and support their opinions. | Readers use post-its to help them remember what they were thinking. <br> Readers use post it notes to generate ideas that they will later bring to their conversations about texts. | Readers use post-its to help them remember what they were thinking. <br> Readers make sure they write what's in their head, not what's in the book. They place that sticky note at that point in the book. <br> Readers reread their post it notes and sort them into piles according to if they were important or not and why. <br> Readers reread their post-it notes and organize them in their reading notebook at the end of the book according to character or sequence. <br> Readers will discuss what belongs in the reading notebook. <br> - List of books they've read <br> - List of books they want to read <br> - Post its that they wrote longer about <br> - Readers learn different ways to respond to reading in their notebooks | Create an anchor chart like the one below on how to use post-its. |
| Readers set goals for themselves. |  | Readers use different tools to learn about their own reading preferences (Lesson 2, Mini-Lesson 2, <br> Mini-Lesson 3). <br> Readers use a reading log to track their reading life. (Mini-Lesson 1). | Students can use their reading notebook to complete this. Refer to interview questions on page 34, the Bookshelf chart on page 71 and the book talk criteria on page 76. Reading log page 66 or have students create one in their reading notebook. |


|  |  | Readers often go back and examine <br> their tools to look at their habits and <br> set more goals (Mini-Lesson $7 \&$ <br> Mini-Lesson 10). | Students can use the reading <br> reflection log on page 97. They <br> can recreate it in their notebook. <br> Create an anchor chart from page <br> $111 \& 112$ or copy for students. |
| :--- | :--- | :--- | :--- |

## We suggest you SKIP the following:

- Lesson 5
- Mini-Lesson 8-Consider teaching during the Poetry Unit.
- Mini-Lesson 9-Consider teaching during the Non-Fiction Unit.


## Celebration Ideas:

Have students write about the goals they tackled in this unit referring back to the essential questions.
Begin the celebration by discussing what they have written about the essential questions as a class.
Continue with one of the following:

- Create a mantra or a cheer about how you will continue to tackle these goals throughout the year.
- Create a bulletin board where each child gets their own jersey and writes about something they accomplished in this unit (Touchdown as the theme.)
- Have students create a football field in the beginning of their notebook to track their progress of their goals. They can move a football across the field as they progress.


## Fiction: Tackling Fiction

## Grade 5 Unit 2

In this unit fifth graders will tackle Fiction. The students will examine identifying different types and structures of fiction in order to understand that there are multiple genres of fiction. Students will examine different story elements to be able to navigate through different types of fiction text. They will also tackle how characters influence different story elements within text such as point of view, comparison, relationships between characters and how they all move the story along. Additionally, students will identify and examine themes and how it also influences the story and the reader's understanding.

## Essential Questions:

- How do story elements help a reader to make sense of fictional text?
- How does the author make the characters come to life?
- How do characters move the story along?


## Enduring Understandings:

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Readers identify different types and structures of fiction.
- Readers form ideas about fiction.
- Readers identify and interpret themes.
- Readers use their conversation and writing to form and deepen ideas about fiction.


## NISLS-ELA

## NJSLS-Social Studies

NISLS-Visual and Performing Arts Standards
Career Readiness, Life Literacies, and Key Skills
WIDA ELD Standards

Reading Standards for Literature
Key Ideas and Details: RL.5.1, RL.5.2, RL.5.3
Craft and Structure: RL.5.4, RL.5.5, RL.5. 6
Integration of Knowledge and Ideas: RL.5.9
Range of Reading and Level of Text Complexity: RL.5.10

## Reading Foundation Standards

Phonics and Word Recognition: RF.5.3
Fluency: RF.5. 4

## Writing Standards

Research to Build and Present Knowledge: W.5.8, W.5.9.A
Range of Writing. W.5.10

Speaking and Listening Standards
Comprehension and Collaboration: SL.5.1, SL.5.2
Presentation of Knowledge and Ideas: SL.5.4, SL.5. 6

|  | Language Standards <br> Knowledge of Language: L.5.3B <br> Vocabulary Acquisition and Usage: L.5.3.B, L.5.4, L.5. 6 <br> Career Readiness Practices <br> CRP1 <br> WIDA ELD Standards <br> Social and Instructional Language: ELD Standard 1 The Language of Language Arts: ELD Standard 2 |
| :---: | :---: |
| What Students Are Reading: <br> In this unit students will need to choose fiction books. We suggest the following: <br> - Students reading levels L-N should read 5-6 books per week. <br> - Students reading levels O-Q should read 5-6 books per week. <br> - Students reading levels R-T should read 4-5 books per week. <br> - Students reading levels $U$ and above should read 2-3 books per week. <br> *Still pulling guided reading groups, small groups, ongoing small group work | Unit Time Frame: 9 Weeks |
| Vocabulary and Key Concepts: <br> See vocabulary on pages of Schoolwide: Launch Grade 5 binder | Assessments (some assessments can be in more than one category): <br> Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring, <br> Summative: SchoolWide reading assessments and teacher created assignments <br> Benchmark: Fountas \& Pinnell, Word Study <br> Alternative: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments |

Reading Foundation Skills:
Building Vocabulary
Building Vocabulary

## Differentiation Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One:One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- Differentiation Strategies for Special Education Students
- Differentiation Strategies for Gifted and Talented Students
- Differentiation Strategies for ELL Students
- Differentiation Strategies for At Risk Students
- Differentiation Strategies for Students with a 504


## Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

Social Studies: 6.1.5.HistoryCC.2, Amistad Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate
Visual and Performing Arts: 1.4.5.Pr5a
Career Readiness, Life Literacies, \& Key Skills: 9.1.5.PB.1, 9.1.5.PB.2, 9.4.5.TL. 3
In this unit, students will have the opportunity to read a variety of fiction. The Can Man provides students to learn about personal financial literacy as a child struggles to learn that some things are more important than money. Additionally, the text can be used to address the AAPI Mandate. "Coming to America" tells the story of an immigrant family from Italy. Hewitt Anderson's Life can be used to address the Amistad Mandate. Students will have an opportunity to read and perform the play to learn about the elements of drama. Students can use technology to access texts and participate in a variety of classroom activities.

| Unit Goals | Possible Teaching Points: Can be practiced in Shared Reading and Interactive Read Aloud | Possible Teaching Points: Can be applied in Independent Reading and Guided Reading | Notes for Teachers |
| :---: | :---: | :---: | :---: |
| Readers identify different types and structures of fiction. | Readers understand that there are many types of fiction that share similar characteristics (Lesson 1). <br> Readers understand that fiction is often structured chronologically (Lesson 2). | Readers understand that there are many types of fiction that share similar characteristics (Lesson 1). <br> Readers understand that fiction is often structured chronologically (Lesson 2). <br> Readers of fiction understand that there are a variety of ways that writers show the passage of time (Mini-Lesson $2 \& 3$ ). | Refer to chart on $p .38$ for different types of fiction. Use as desired. Photocopy or create an anchor chart. <br> Use a graphic organizer on p. 39 or have them recreate the chart in their notebook during independent reading to check for understanding. <br> Refer to chart on p. 44 to introduce language that shows how time passes. <br> Use the graphic organizer on p. 43 or have them recreate the chart in their notebook during independent reading to check for understanding. <br> Create an anchor chart of p. 79. Photocopy and hand out p. 83. You may want to consider making these two separate lessons depending on your students' needs. <br> Consider having them go back into their independent reading and find examples and put them in their notebook and use as an assessment (see p. 84 as a reference). |


| Readers form ideas about fiction. | Readers pay attention to the elements of a story to build their understanding (Lesson 3). <br> Readers analyze characters by paying attention to their actions, thoughts, and dialogue (Lesson 4). | Readers pay attention to the elements of a story to build their understanding (Lesson 3). <br> Readers turn and talk with a partner about different elements they find in their independent reading. <br> Readers write about specific elements they find in their reading using text evidence for support. <br> Readers analyze characters by paying attention to their actions, thoughts, and dialogue (Lesson 4). | Refer to the chart on p. 48 \& 49 and create an anchor chart. You may want to review p. 49 on a separate day. <br> This is an example of an anchor chart that can be created While teaching this unit, refer to Journey and Peppe the Lamplighter to touch upon dialect. Read the stories out loud to demonstrate each dialect (L.5.3). |
| :---: | :---: | :---: | :---: |
|  | Readers understand that there are different types of characters that play different roles in stories (Mini-Lesson 4). <br> Readers understand that characters change throughout a story (Mini-Lesson 4). | Readers understand that there are different types of characters that play different roles in stories (Mini-Lesson 4). <br> Readers understand that characters change throughout a story (Mini-Lesson 4). | Mini-Lesson 4 is separated into two lessons because there is a lot of material to cover. Refer to the chart on p. 89 and create an anchor chart. You also want to use domain specific vocabulary so be sure to interchange antagonist and protagonist in this lesson. |
|  | Readers compare characters to examine their impact within a story. | Readers compare characters to examine their impact within a story. | Consider using this anchor chart: |

Readers pay attention to who is narrating the story to consider how it affects what story is told (Lesson 5).

Readers pay attention to the setting of a story to notice the effect it has on the characters and conflict (Lesson 6).

Readers of fiction understand that there are different types of conflict present (Mini-Lesson 5).

Readers of fiction understand plot structure to comprehend fiction text (Mini-Lesson 6).

Readers pay attention to who is narrating the story to consider how it affects what story is told (Lesson 5).

Readers pay attention to the setting of a story to notice the effect it has on the characters and conflict (Lesson 6).

Readers of fiction understand that there are different types of conflict present (Mini-Lesson 5).

Readers of fiction understand plot structure to comprehend fiction text (Mini-Lesson 6).

Readers connect elements by examining how the characters interact with each other, the setting, and the way they react to the conflict.

Readers continue to use post-its to mark different elements in a fiction book during independent reading.

Or you can refer to the organizer on p. 90. You might consider using this as an assessment.

Refer to chart on p. 57 and photocopy for each student.

Students can rewrite a section of their independent reading book from a different perspective for independent work and/or for assessment.

The lesson Schoolwide uses is with historical fiction which ties back to Goal 1 of different types of fiction. If you want to use other examples feel free. Refer to p. 61 for a chart using the historical fiction book.

This lesson may take more than one day, You might want to do external one day and internal another day,

This is an example of an anchor chart you can recreate.


|  | Readers need to rely on visualization to support comprehension when reading dramatic performances. | Readers of fiction need to learn genre aspects of theatre/plays and drama: literary/technical/ performance elements (Mini-Lesson 7). | Use the questions on p.96. Introduce them one day and they can use them during independent reading. <br> Here is an anchor chart you can use: <br> Refer back to pgs. 100-102 to look at the questions they pose for plot. They also give examples for mentor texts and plot. You can have them do this with their independent reading book also. <br> Use the Appendix for Mini-Lesson <br> 7: "Elements of Drama." |
| :---: | :---: | :---: | :---: |
| Readers identify and interpret themes. | Readers of fiction recognize that stories address particular themes (Lesson 8). <br> Readers uncover themes of a story to build a deeper understanding of the story and the world (Mini-Lesson 9). | Readers of fiction recognize that stories address particular themes (Lesson 8). <br> Readers uncover themes of a story to build a deeper understanding of the story and the world (Mini-Lesson 9). | Use this anchor chart: |



|  |  | Readers talk/write about how <br> settings impact characters in their <br> book. |  |
| :--- | :--- | :--- | :--- |

## We suggest you skip the following:

- Lesson 7
- Mini-Lesson 8


## Celebration Ideas:

Create a bulletin board of one of the following:

- Conflict chart
- Comparing characters
- Written piece from a different point of view
- Story element chart
- Have students create book recommendations.


## NonFiction: Tackling NonFiction <br> Grade 5 Unit 3

In Unit 3 the student will tackle nonfiction and the strategies needed to navigate nonfiction texts. By looking at various types of nonfiction texts such as reference, literary and biography, students will understand different features of nonfiction as well as its purpose. Students will examine the different structures and layouts of the genre while realizing they are reading factual information to gain knowledge. They will be using skills and strategies to gain a deeper understanding of nonfiction topics by learning strategies to work through rigorous text.

## Essential Questions:

- How do readers construct meaning from nonfiction text?
- What do readers take away from reading nonfiction?


## Teaching Texts:

## SCHOOLWIDE:

Mentor Texts (Read Alouds)

- Arrowhawk by Lola M. Schaefer or Wisdom: The Midway Albatross by Darcy Pattison
- Henry's Freedom Box: A True Story from the Underground Railroad by Ellen Levine
- I is for Idea: An Inventions Alphabet by Marcia Schonberg
- Lizards by Sneed b. Collard III
- A Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife by Caroline Arnold
- Women Explorers by Julie Cummins

Shared Texts

- "Brace Yourself" by Edward C.
- Excerpt from Zoobooks: Birds of Prey
- Excerpt from Zoobooks: Penguins
- "Penguins on Parade" by Tamar L.


## OTHER:

- Language Standards Staircase
- Leveled Classroom Libraries
- Mentor Text Author Pages \& Summary Spreadsheet


## Enduring Understandings:

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Readers use type, text structure and text features to read nonfiction.
- Readers use a variety of strategies to navigate nonfiction text.
- Readers infer an author's purpose or point of view.
- Readers use conversation and writing to form and deepen ideas about nonfiction.


## NJSLS-ELA

NISLS-Social Studies
Career Readiness, Life Literacies, and Key Skills
Computer Science and Design Thinking
WIDA ELD Standards
Reading Standards for Informational Text
Key Ideas and Details: RI.5.1, RI.5.2, RI.5.3
Craft and Structure: RI.5.4,RI.5.5, RI.5. 6
Integration of Knowledge and Ideas: RI.5.7, RI.5.8, RI.5.9
Range of Reading and Level of Text Complexity: RI.5.10

## Reading Foundation Standards

Phonics and Word Recognition: RF.5.3
Fluency. RF.5. 4

## Writing Standards

Research to Build and Present Knowledge: W.5.8.B, W.5.9
Range of Writing. W.5.10
Speaking and Listening Standards
Comprehension and Collaboration: SL.5.1, SL.5.2, SL.5.3
Presentation of Knowledge and Ideas: SL.5.5

|  | Language Standards <br> Knowledge of Language: L.5.3B <br> Vocabulary Acquisition and Usage: L.5.3.B, L.5.4, L.5.6 <br> Career Readiness Practices <br> CRP1. CRP4 CRP9. <br> WIDA ELD Standards <br> Social and Instructional Language: ELD Standard 1 The Language of Language Arts: ELD Standard 2 The Language of Science: ELD Standard 4 |
| :---: | :---: |
| What Students Are Reading: <br> In this unit students will need to choose nonfiction books. We suggest the following: <br> Students reading levels L-N should read 5-6 books per week. <br> - Students reading levels O-Q should read 5-6 books per week. <br> - Students reading levels R-T should read 4-5 books per week. <br> - Students reading levels $U$ and above should read 2-3 books per week. <br> *Still pulling guided reading groups, small groups, ongoing small group work | Unit Timeframe: <br> 9 Weeks |
| Vocabulary and Key Concepts: <br> See vocabulary on pages 9-11 of Schoolwide: NonFiction Grade 5 binder. <br> Text features - are all the components of a story or article that are not included in the main part of the text. <br> Domain specific vocabulary- words that are common in a specific subject area but may not be used in everyday conversation. | Assessments (some assessments can be in more than one category): <br> Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring, <br> Summative: SchoolWide reading assessments and teacher created assignments <br> Benchmark: Fountas \& Pinnell, Word Study |


|  | Alternative: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments |
| :---: | :---: |
| Reading Foundation Skills: Building Vocabulary | Differentiation Strategies: <br> - Strategy and flexible groups based on formative assessment or student choice <br> - Guided reading groups <br> - One:One conferring with teacher <br> - Student selected goals for reading <br> - Level of independence <br> - Consult mentor texts to support reading strategies <br> - ELL Supports and Extension activities are included with each lesson <br> - Differentiation Strategies for Special Education Students <br> - Differentiation Strategies for Gifted and Talented Students <br> - Differentiation Strategies for ELL Students <br> - Differentiation Strategies for At Risk Students <br> - Differentiation Strategies for Students with a 504 |
| Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines <br> Social Studies: Amistad Mandate <br> Career Readiness, Life Literacies, \& Key Skills: 9.4.5.CI.1, 9.4.5.CI.2, 9.4.5.DC.8, 9.4.5.TL. 3 <br> Computer Science and Design Thinking: 8.1.5.DA. 4 <br> In this unit, students will have the opportunity to learn about many different topics as they learn how to navigate non-fiction text. Students will be exposed to a variety of topics including climate change, historical periods, and animals. Henry's Freedom Box: A True Story from the Underground Railroad can be used to share the experiences of Henry's journey to freedom on the Underground Railroad as a means of including the Amistad Mandate into instruction. I is for Idea: An Inventions Alphabet allows students to gain an understanding of how technology has influenced history and society. Teachers can use the mentor text, A Warmer World: From Polar Bears to Butterflies, How Climate Change Affects Wildlife, to have students conduct research and gather information regarding climate change. Students will learn how to become an expert on a topic and record their information to share with others. Students can use technology to collect information and respond to text in a variety of ways. |  |


| Unit Goals | Possible Teaching Points: Can be practiced in Shared Reading and Interactive Read Aloud | Possible Teaching Points: Can be applied in Independent Reading and Guided Reading | Notes for Teachers |
| :---: | :---: | :---: | :---: |
| Readers use type, text structure and text features to read nonfiction. | Readers need to understand the significance of nonfiction and how the genre is different from fiction (Lesson 1). <br> Readers examine the textual features of reference nonfiction in order to locate and sort information (Lesson 2). <br> Readers use features on the page to familiarize themselves with a topic (Mini-Lesson 2). | Readers need to understand the significance of nonfiction and how the genre is different from fiction (Lesson 1). <br> Readers examine the textual features of reference nonfiction in order to locate and sort information (Lesson 2). <br> Readers use features on the page to familiarize themselves with a topic (Mini-Lesson 2). | This lesson may take more than one day. Refer to the organizer on $p$. 31-32. The students can do activities in their notebook. <br> Create this anchor chart of different types of features: <br> or refer to p. 36 for a comprehensive list. <br> Use chart on page 37 for students to use with independent reading. <br> Refer to p .76 for an organizer or have the students recreate it in their notebook. <br> Refer to p. 42 \& 43 for Lesson 3. Have the students create the chart in their notebook and fill in with them. Then go over p. 43 for keywords. Use p. 40 after you have done the mini lessons on specific types. |



|  | strategies when meaning breaks down (Mini-Lesson 9). | strategies when meaning breaks down (Mini-Lesson 9). <br> - Reread from last place you understood text <br> - Read ahead <br> - Identify the text structure <br> - Use the glossary <br> - Use text features <br> - Read the author's note <br> - Do some quick secondary reading |  |  | dialect. Read the story out loud to demonstrate each dialect. (standard L.5.3). |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Readers infer an author's purpose and perspective. | Readers of nonfiction determine the writer's purpose for writing a text (Lesson 6 \& Mini-Lesson 7). | Readers of the writer text (Lesso Readers can perspectiv perspectiv <br> Readers n one text th and notice perspectiv different. <br> Readers can chart to un perspectiv <br> What did the author include? | nonfiction purpose f 6 \& Minicompare s to the au <br> tice the pe n read ano how the aut s are simil <br> n use a thr derstand a <br> How did they share it? | determine r writing a esson 7). heir own hor's <br> spective in her one hor's $r$ and <br> eolumn author's <br> What this makes me think: | Refer to questions on p. 57. Create an anchor chart or handout to each student. <br> Use the chart on p. 58 as an example for a mentor text they give. You can recreate it for another book also. <br> For the Mini-Lesson you can refer to p. 105 as a guide to help determine the author's purpose. <br> Review point of view with students for this lesson also. <br> Anchor Chart: |
| Readers use conversation and writing to form and | Readers expand their knowledge of a topic by reading a variety of | Readers expand their knowledge of a topic by reading a variety of |  |  | Refer to p. 121 and have the students recreate the venn diagram in their |


| deepen ideas about <br> nonfiction. | texts about the same topic and <br> connecting the information <br> (Mini-Lesson 10). <br> Readers continue to use post-it <br> notes, conversations, and writing <br> about reading as needed. <br> Readers read closely to quote <br> accurately from the text to <br> support their thinking and <br> understanding, specifically looking <br> at key details to find the main idea <br> and the author's purpose. | texts about the same topic and <br> conecting the information <br> (Mini-Lesson 10). | notebooks. <br> Readers continue to use post it <br> notes to find main ideas and key <br> details for nonfiction. <br> Readers use their post-it notes to <br> talk and write about main ideas, <br> the way text features are used, <br> and the author's purpose of the <br> text to deepen their ideas. <br> Readers read closely to quote <br> accurately from the text to <br> support their thinking and <br> understanding, specifically <br> looking at key details sto find the <br> main idea and the author's <br> purpose. |
| :--- | :--- | :--- | :--- |
| Refer to the extension activities <br> section of each lesson for ideas for <br> discussion and writing in response to students find and use text <br> reading. | much as possible. |  |  |

## We suggest you skip the following lessons: None

## Celebration Ideas:

- Museum Day
- A "Published" Book on a topic


## Poetry: Tackling Poetry Grade 5 Unit 4

In this unit, students will tackle poetry. This is a unique genre that allows students to examine the functions of language. They will look at literary devices that help open their eyes to new forms of text. Poetry is wonderful because it offers something for everyone. By reading these different types of poems students will be able to understand, interpret, and appreciate this genre. Poetry allows students to engage in rich discussion and the ability to practice analyzing text.

## Essential Questions:

- How do readers identify different structural and literary features of poems?
- How do readers interpret poems?

| N |
| :--- |
|  |
|  |
| Teaching Texts: |
| SCHOOLWIDE: |
| Mentor Texts (Read Aloud) |

- Imagine a Place by Sarah L. Thomson
- Locomotion by Jacqueline Woodson
- A Mirror to Nature: Poems About Reflection by Jane Yolen or A Maze Me: Poems for Girls by Naomi Shihab Nye
- The Place My Words Are Looking For by Paul B. Janeczko (Ed.)
- Poetry for Young People: Langston Hughes by David Roessel and Arnold Rampersad (Eds.)
- Swimming Upstream: Middle School Poems by Kristine O'Connell George

Shared Texts

- "Approaching Storm" by Paul B. Janeczko
- "Bully" by Paul B. Janeczko
- "From 'A Friend" by Paul B. Janeczko
- "The Winner" by Georgia Heard


## Enduring Understandings:

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Readers identify different structural features of a poem.
- Readers analyze poems for a variety of literary techniques.
- Readers examine the author's purpose of poetry.
- Readers use their conversation and writing to form and deepen ideas about poetry
- Readers use a variety of strategies to read and interpret poetry.

NISLS-ELA<br>NISLS-Social Studies<br>Career Readiness, Life Literacies, and Key Skills<br>WIDA ELD Standards<br>Reading Standards for Literature<br>Key Ideas and Details; RL.5.1, RL.5.2<br>Craft and Structure: RL.5.4, RL.5.5, RL.5.6<br>Integration of Knowledge and Ideas: RL.5.7, RL.5.9<br>Range of Reading and Level of Text Complexity: RL.5.10<br>Reading Foundation Standards<br>Phonics and Word Recognition: RF.5.3<br>Fluency: RF.5.4<br>\section*{Writing Standards}<br>Research to Build and Present Knowledge: W.5.8, W.5.9<br>Range of Writing: W.5.10<br>Speaking and Listening Standards<br>Comprehension and Collaboration: SL.5.1<br>Presentation of Knowledge and Ideas: SL.5.4

| OTHER: <br> - Language Standards Staircase <br> - Leveled Classroom Libraries <br> - Mentor Text Author Pages \& Summary Spreadsheet | Language Standards <br> Vocabulary Acquisition and Usage: L.5.3 B, L.5.4, L.5.5, L.5. 6 <br> Conventions of Standard English: L.4.1 <br> Knowledge of Language L.4.3 <br> Vocabulary Use and Acquisition: L.4.4, L.4.5, L.4.6 <br> Career and Ready Practices <br> CRP1. CRP2. CRP4. CRP6. <br> WIDA ELD Standards <br> Social and Instructional Language: ELD Standard 1 <br> The language of Language Arts: ELD Standard 2 |
| :---: | :---: |
| What Students Are Reading: <br> In this unit students will need to choose fiction and poetry books. <br> We suggest the following: <br> - Students reading levels L-N should read 5-6 books per week. <br> - Students reading levels O-Q should read 5-6 books per week. <br> - Students reading levels R-T should read 4-5 books per week. <br> - Students reading levels $U$ and above should read 2-3 books per week. <br> *Still pulling guided reading grades, small groups, ongoing small group work <br> *Students should be reading poetry during this unit also. | Unit Timeframe: 6 Weeks |
| Vocabulary and Key Concepts: <br> See vocabulary on pages 9-11 of Schoolwide: NonFiction Grade 5 binder. | Assessments (some assessments can be in more than one category): <br> Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring, <br> Summative: SchoolWide reading assessments and teacher created assignments |


|  | Benchmark: Fountas \& Pinnell, Word Study <br> Alternative: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments |
| :---: | :---: |
| Reading Foundation Skills: Building Vocabulary | Differentiation Strategies: <br> - Strategy and flexible groups based on formative assessment or student choice <br> - Guided reading groups <br> - One:One conferring with teacher <br> - Student selected goals for reading <br> - Level of independence <br> - Consult mentor texts to support reading strategies <br> - ELL Supports and Extension activities are included with each lesson <br> - Differentiation Strategies for Special Education Students <br> - Differentiation Strategies for Gifted and Talented Students <br> - Differentiation Strategies for ELL Students <br> - Differentiation Strategies for At Risk Students <br> - Differentiation Strategies for Students with a 504 |
| Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines <br> Social Studies: Amistad Mandate, Holocaust Mandate, Asian Americans and Pacific Islanders (AAPI) Mandate Career Readiness, Life Literacies, \& Key Skills: 9.4.5.TL. 3 <br> In this unit, students will have the opportunity to think creatively about the genre of poetry while appreciating the language, topics, and poetic device choices that help make the genre so creative. Swimming Upstream: Middle School Poems shows the evolution of the narrator's thoughts, perceptions and relationships and how important they are to understanding others. Students will also have an opportunity to read some poetic contributions of Langston Hughes and Jacqueline Woodson. Teachers can also address the Holocaust Mandate using "Bully" and the AAPI Mandate using A Maze Me: Poems for Girls. Students can create, type and illustrate a poem to share. |  |


| Unit Goals | Possible Teaching Points: Can be practiced in Shared Reading and Interactive Read Aloud | Possible Teaching Points: Can be applied in Independent Reading and Guided Reading | Notes for Teachers |
| :---: | :---: | :---: | :---: |
| Readers identify different structural features of a poem. | Readers pay attention to the look of poetry to notice how they are structured (Lesson 1). | Readers pay attention to the look of poetry to notice how they are structured (Lesson 1). | Refer to p. 28 and break it up into 3 charts. Noticings about structure should be 1 and you will use it now. <br> Noticings About Structure <br> Some lines are short. <br> Some lines are long. <br> Sometimes all the lines are the same <br> length, and sometimes they are different lengths. <br> Some poems are surrounded by a lot of white space. <br> Some lines are sentences with end punctuation. <br> Some lines are broken up in the middle of a sentence. <br> Some poems have stanzas, and some do not. |
|  | Readers of poetry understand how the stanzas of a poem fit together to build structure and meaning (Mini-Lesson 4). | Readers of poetry understand how the stanzas of a poem fit together to build structure and meaning (Mini-Lesson 4). | Noticings about sound should be another. The third should be noticings about images and visualization. You will need these charts for Lessons 2 and 3 below. |
|  | Readers of poetry understand how poems are structured differently to build meaning (Mini-Lesson 5). | Readers of poetry understand how poems are structured differently to build meaning (Mini-Lesson 5). | Refer to p. 75 for guidance about the two poems you will do together. Refer to p. 76 as a blank that they can use during independent practice and you can also use for an assessment. <br> Refer to p. 80-81. Have the students recreate the chart on $p$. 80 in their notebooks. |

## Readers analyze poems for a variety of literary

 techniques.Readers pay attention to techniques writers use to create sound in
poetry (Lesson 2).

- Rhythm
- Repetition
- Alliteration
- Onomatopoeia

Readers use the words on the page to create images in their minds (Lesson 3).

Readers of poetry identify similes and metaphors to build meaning (Mini-Lesson 3).

Readers pay attention to techniques writers use to create sound in
poetry (Lesson 2).

- Rhythm
- Repetition
- Alliteration
- Onomatopoeia

Readers use the words on the page to create images in their minds (Lesson 3).

Readers of poetry identify similes and metaphors to build meaning (Mini-Lesson 3).

This chart is from p. 28
Noticings About Sound Some poems rhyme, and others don't.
Some poems have repeated words, phrases, and/or lines.
Some poems have repeated sounds (alliteration).
Some poems have words that represent sounds (onomatopoeia). Some lines are short and some lines are longer.

You can use this for sound also.


Refer to these charts to create an anchor chart:

This chart is from p. 28
Refer to this chart to create anchor chart:

Noticings About Images and
Visualization
Strong verbs
Vivid descriptions with attention to senses (sight, sound, taste, touch) Comparisons
All of these things help create images.

You can use this for imagery too.

|  |  |  |  |
| :--- | :--- | :--- | :--- |


|  | - Make connections <br> - Infer <br> - Tone <br> Readers infer to build meaning (Mini-Lesson 6). <br> Readers use various strategies to figure out words or phrases. (Lesson $6 \&$ Mini-Lesson $1 \& 2$ ). <br> - Background knowledge <br> - Content <br> - Context clues <br> Readers know when to stop when something doesn't make sense (Lesson 7). <br> Readers have a variety of fix-up strategies when they come across confusing or unclear (Mini-Lesson 9). | - Make connections <br> - Infer <br> - Tone <br> Readers infer to build meaning (Mini-Lesson 6). <br> Readers use various strategies to figure out words or phrases. (Lesson 6 \& Mini-Lesson $1 \& 2$ ). <br> - Background knowledge <br> - Content <br> - Context clues <br> Readers know when to stop when something doesn't make sense (Lesson 7). <br> Readers have a variety of fix-up strategies when they come across confusing or unclear (Mini-Lesson 9). | the standards but not presented in the lessons. <br> Refer to pgs. 86-89 for guided practice and then opportunities for independent practice. <br> For Lesson 6, refer to pgs. 47-49 for questions to ask to unlock meaning and an organizer students can recreate. You can also use the chart on p. 66. <br> Refer to p. 53-54 to create anchor charts. <br> Refer to p. 105 to create an anchor chart. Separate the information into different charts. Or leave out the middle column, questions to stop and ask myself because it was covered in Lesson 7. Refer to p. 106 for guided practice. |
| :---: | :---: | :---: | :---: |
| Readers use their conversation and writing to form and deepen ideas about poetry. | Readers of poetry understand that poetry is complex (Mini-Lesson 10 Teach this lesson last in the unit). <br> Readers continue to model using post-it notes, conversations, and writing about reading as needed. | Readers of poetry understand that poetry is complex (Mini-Lesson 10 Teach this lesson last in the unit). <br> Readers continue to use post it notes to find structural features, literary techniques and themes for poetry. <br> Readers use their post it notes to talk and write about structural features, literary techniques and themes in poetry. | Refer to p. 111-112 for a handout that goes along with this task. Photocopy for each child. |

$\left.\begin{array}{|l|l|l|l|}\hline & \begin{array}{l}\text { Readers read closely to quote } \\ \text { accurately from the text to support } \\ \text { their thinking and understanding } \\ \text { specifically looking at similes, } \\ \text { metaphors, and imagery. }\end{array} & \begin{array}{l}\text { Readers read closely to quote } \\ \text { accurately from the text to support } \\ \text { their thinking and understanding } \\ \text { specifically looking at similes, } \\ \text { metaphors, and imagery. }\end{array} & \begin{array}{l}\text { You should be having your } \\ \text { students find and use text } \\ \text { evidence to support their thinking } \\ \text { as much as possible. }\end{array} \\ \text { Refer to the extension activities } \\ \text { section of each lesson for ideas } \\ \text { for discussion and writing in } \\ \text { response to reading. }\end{array}\right]$

## We suggest you skip the following lessons: None

## Lessons Added:

You may want to add in Mini-Lesson 8 from the Launch unit pgs. 99-103 as it was skipped during launch.

## Celebration Ideas:

- Poetry Cafe with the class, another class, or parents.
- Create an anthology of poems.


## Social Studies: Tackling the American Revolution Grade 5 Unit 5

In this unit students will build knowledge through reading a variety of texts, analyzing the different points of view, and writing from multiple sources. Students will be exposed to content literacy that requires the skills and strategies needed to acquire content knowledge through the exploration of a variety of complex texts. Students will need to sort through information, think about it, and analyze their own and others' points of views. Students will immerse themselves in what they are learning while enhancing critical comprehension skills and developing an interpretive voice through their writing and speaking.

## Essential Questions:

- Why do we need to evaluate what we read?
- How do readers gather and synthesize information from multiple texts?


## Enduring Understandings:

- Amistad Curriculum Mandate: While legal sanction for segregation and other forms of discrimination were established during this time, activists from the African American and immigrant communities searched for ways to challenge these obstacles.
- Readers use knowledge of genre and text structure to support understanding in content literacy.
- Readers use a variety of strategies and skills to navigate content area literature.
- Readers infer an author's purpose or point of view in content literacy.
- Readers use conversation and writing to form and deepen ideas about content literacy.


## NISLS-ELA

## NJSLS-Social Studies.

Career Readiness, Life Literacies, and Key Skills

## WIDA ELD Standards

## Reading Standards for Literature

Key Ideas and Details: RL.5.1, RL.5.2
Craft and Structure: RL.5.4, RL.5.5
Range of Reading and Level of Text Complexity: RL.5.10

Reading Standards for Information
Key Ideas and Details: RI.5.1, RI.5.2, RI.5.3
Craft and Structure: RI.5.4, RI.5.5, RI.5.6
Integration of Knowledge and Ideas: RI.5.7, RI.5.8, RI.5.9
Range of Reading and Level of Text Complexity: RI.5.10

Reading Foundation Standards
Phonics and Word Recognition: RF.5.3
Fluency: RF.5.4

- Barn Savers, High OR The Scarlet Stockings Spy by Trinka Hakes Noble
- Dancing in the Wings, Allen
- Down the Road, Schertle
- Fantastic! Wow! and Unreal!: A Book About Interjections and Conjunctions, Heller
- Fox, Wild
- John Henry, Lester
- Twenty-Odd Ducks: Why, Every Punctuation Mark Counts!, Truss
- Up North at the Cabin, Chall
- White Owl, Barn Owl, Davies


## OTHER:

- Language Standards Staircase
- SchoolWide Grammar Binder
- Mentor Text Author Pages \& Summary Spreadsheet


## Writing Standards

Text Types and Purposes: W.5. 2
Production and Distribution of Writing: W.5.4, W.5.5
Research to Build and Present Knowledge: W.5.7, W.5.8, W.5.9
Range of Writing: W.5.10
Speaking and Listening Standards
Comprehension and Collaboration: SL.5.1, SL.5.2, SL.5.3
Presentation of Knowledge and Ideas: SL.5.5
Language Standards
Conventions: L.5.1, L.5. 2
Effective Language Use: L.5.3
Vocabulary Acquisition and Usage: L.5.4
Career Readiness Practices
CRP1. CRP4. CRP8. CRP9.
WIDA ELD Standards
Social and Instructional Language: ELD Standard 1
The Language of Language Arts: ELD Standard 2
The Language of Social Studies: ELD Standard 5

## Unit Timeframe:

4 Weeks shared with 4 Weeks of Writing

## Vocabulary and Key Concepts:

See vocabulary on pages 9-11 of Schoolwide: American Revolution Grade 5 binder.

Content literacy-the ability to use reading and writing to gain new information in a given subject area.
Content knowledge- facts or concepts that are taught in a given subject area.
Domain specific vocabulary-words that are common in a specific subject area but may not be used in everyday conversation.

Assessments (some assessments can be in more than one category):
Formative: Observations, notebooks, class participation, guided reading, independent reading, conferring, and SchoolWide grammar reflection

Summative: SchoolWide reading assessments (Link-It and in the binder), SchoolWide news article, and teacher created assignments

Benchmark: Fountas \& Pinnell, Word Study
Alternative: Options may include graphic organizers, SchoolWide Appendix pages/checklists, and additional teacher created assignments

## Differentiation Strategies:

- Strategy and flexible groups based on formative assessment or student choice
- Guided reading groups
- One:One conferring with teacher
- Student selected goals for reading
- Level of independence
- Consult mentor texts to support reading strategies
- ELL Supports and Extension activities are included with each lesson
- Differentiation Strategies for Special Education Students
- Differentiation Strategies for Gifted and Talented Students
- Differentiation Strategies for ELL Students
- Differentiation Strategies for At Risk Students
- Differentiation Strategies for Students with a 504


## Interdisciplinary Connections: Model interdisciplinary thinking to expose students to other disciplines

## Social Studies Standards: 6.1.5.GeoSV.1, 6.1.5.HistoryCC.12, Amistad Mandate

Career Readiness, Life Literacies, \& Key Skills: 9.1.5.EG.1, 9.4.5.IML.6, 9.4.5.TL. 3
In this unit, students will use primary and secondary sources in this interdisciplinary Social Studies unit to learn about the cultural and political issues during The American Revolution Students will have opportunities to learn and conduct research on topics relating to pivotal battles, historical documents and summit meetings. Students can learn about the contributions of Titus Cornelius as part of the Amistad Mandate. During this unit, students will use writing skills to complete a news article on the American Revolution using their research along with a reflection of the many new rules of grammar and conventions.

| Unit Goals | Possible Teaching Points: Can be <br> practiced in Shared Reading and <br> Interactive Read Aloud | Possible Teaching Points: Can be <br> applied in Independent Reading and <br> Guided Reading | Notes for Teachers |
| :--- | :--- | :--- | :--- |
| Readers use knowledge <br> of genre and text <br> structure to support <br> understanding in content <br> literacy. | Readers approach reading with a <br> focus and purpose when reading in a a <br> content area (Lesson 1). <br> - Through the use of essential <br> questions and subquestions | Readers approach reading with a <br> focus and purpose when reading in a <br> content area (Lesson 1). <br> - Through the use of essential <br> questions and subquestions | Photocopy the Unit Matrix on p. <br> 34 and give it to each student. <br> You will come back to this <br> throughout the unit. Also, hand <br> out a copy of the timeline to <br> each student on p. 36. |
| Readers gather information about a |  |  |  |
| topic from a variety of text types |  |  |  |
| (Lesson 3). |  |  |  |$\quad$| Readers gather information about a |
| :--- |
| topic from a variety of text types |
| (Lesson 3). | | Refer to chart on p. 47-48. Have |
| :--- |
| students create in their |
| notebooks. You might want to |
| model with some questions and |
| then provide partial answers to |
| do shared and/or independent |
| work for the rest. |
| Refer to page 59 to model some |
| questions. Have students work |
| in partners to complete more of |
| the questions. |
| knowledge by reading a variety of |
| genres (Lesson 5). |$\quad$| Readers build their content |
| :--- |
| knowledge by reading a variety of |
| genres (Lesson 5). |

Readers use a variety of strategies and skills to navigate content area literature.

Readers build their understanding of content by figuring out the meaning of domain specific words (Lesson 4).

Readers use fix up strategies to overcome challenges and build understanding (Lesson 6).

- Context clues
- Text features
- Note-taking
- Sketches

Readers examine primary sources and use close reading to build understanding (Lesson 8 \& Mini-Lesson 1).

Readers build their understanding of content by figuring out the meaning of domain specific words (Lesson 4).

Readers use fix up strategies to overcome challenges and build understanding (Lesson 6).

- Context clues
- Text features
- Note-taking
- Sketches

Readers examine primary sources and use close reading to build understanding (Lesson 8 \& Mini-Lesson 1).

Refer to charts on pages 52-54 and photocopy or create in their notebooks.

Refer to page 64 to create an anchor chart,

Use this for background information on directing students to use close reading.


For Mini-Lesson 1 refer to pgs. 76-79 to use. Have them create what they can in their notebook. You may be able to use some for independent work and some for assessment.

|  | Readers interpret information from a primary source to deepen understanding (Mini-Lesson 3). | Readers interpret information from a primary source to deepen understanding (Mini-Lesson 3). | Create an anchor chart: <br> Refer to pgs. 89-90 for a Primary Source Worksheet. It can be used for independent practice and also for assessment. |
| :---: | :---: | :---: | :---: |
| Readers infer an author's purpose or point of view in content literacy. | Readers consider the narrator's point of view when building content knowledge (Lesson 2). <br> Readers consider multiple points of view when studying content literature in order to synthesize information (Mini-Lesson 2). | Readers consider the narrator's point of view when building content knowledge (Lesson 2). <br> Readers consider multiple points of view when studying content literature in order to synthesize information (Mini-Lesson 2). | Refer to chart on pages 40-41 for guided and independent practice of comparing points of view. <br> Refer to charts on pages 83-84 for guided and independent practice. |
| Readers use conversation and writing to form and deepen ideas about content literacy. | Readers use conversations to develop and support their ideas (Mini-Lesson 4). <br> Readers and researchers establish a plan to guide their own inquiries (Mini-Lesson 5). | Readers use conversations to develop and support their ideas (Mini-Lesson 4). <br> Readers and researchers establish a plan to guide their own inquiries (Mini-Lesson 5). | Refer to p. 95 and create an anchor chart. <br> Refer to chart on page 99 to brainstorm possible topics with students. |

Readers and researchers will extract key information by reading and notating (Mini-Lesson 6 \& 7).

Writers know that using participial phrases in a piece of writing can be a great way to vary the rhythm and flow of a sentence.
(Grammar Unit: Mini-Lesson 3)

Readers and researchers reflect on their research to clarify and develop their thinking (Mini-Lesson 8).

Writers know that paragraphs are the building blocks of a story - or just about any written composition. (Grammar Unit: Mini-Lesson 4)

Readers analyze a news article to find the main idea and key components (Mini-Lesson 9).

Writers know that the structure of paragraphs depends on the genre and purpose for writing. (Grammar Unit: Mini-Lesson 5)

Writers will plan and draft their own news article addressing purpose and audience (Mini-Lesson 10).

Writers celebrate all they have learned and continue to apply their skills.

Readers and researchers will extract key information by reading and notating (Mini-Lesson $6 \& 7$ ).

Writers know that using participial phrases in a piece of writing can be a great way to vary the rhythm and flow of a sentence.
(Grammar: Mini-Lesson 3)

Readers and researchers reflect on their research to clarify and develop their thinking (Mini-Lesson 8).

Writers know that paragraphs are the building blocks of a story - or just about any written composition. (Grammar Unit: Mini-Lesson 4)

Readers analyze a news article to find the main idea and key components (Mini-Lesson 9).

Writers know that the structure of paragraphs depends on the genre and purpose for writing. (Grammar Unit: Mini-Lesson 5)

Writers will plan and draft their own news article addressing purpose and audience (Mini-Lesson 10).

Writers celebrate all they have learned and continue to apply their skills.

Refer to pages 100-101 to start planning research.
Refer to pgs. 105-106 for Mini-Lesson 6 and p. 110 for Mini-Lesson 7.

This lesson comes from the Grammar Unit. Teach it before you teach Mini-Lesson 8.

Refer to pages 114-115 for guided and independent practice. Photocopy page 114 for students.

This lesson comes from the Grammar Unit. Teach it before Mini-Lesson 9.

This will take more than one lesson. Examine the mentor text first to identify its key components. Introduce the rubric for their own writing. Then they will plan the main idea of their own article. This spans from pgs. 120-123. Make photocopies for the students of the pages.

This lesson comes from the Grammar Unit. Teach it before you teach Mini-Lesson 10.

Writers revise for audience and genre (Mini-Lesson 11).

Writers revise using transitions to link ideas (Mini-Lesson 12).

Writers use and apply rules for grammar and conventions in order to make their writing clear and appealing to their readers, (Grammar Unit: Culminating Mini-Lesson)

Readers read closely to quote accurately from the text to support their thinking and understanding, specifically looking at key details to find the main idea and the author's purpose.
(Grammar Unit: Mini-Lesson 6)

Writers revise for audience and genre (Mini-Lesson 11).

Writers revise using transitions to link ideas (Mini-Lesson 12).

Writers use and apply rules for grammar and conventions in order to make their writing clear and appealing to their readers, (Grammar Unit: Culminating Mini-Lesson)

Readers read closely to quote accurately from the text to support their thinking and understanding, specifically looking at key details to find the main idea and the author's purpose.

These writing lessons can be done as part of writing workshop instead of reading workshop.

This will take more than one lesson. Use p. 127 to model and use p. 128 for the students to plan and draft. Students will each need a copy. This lesson comes from the Grammar Unit. Teach it before Mini-Lesson 11.

This says to just revise the lead but students can revise the whole article. The handout on p . 132 should be made into an anchor chart and is only for lead.

Refer to chart on page 137 for list of possible transition words.
Make a copy of page 138 for each student to use and an editing checklist.

This lesson comes from the Grammar Unit. Teach it after you teach Mini-Lesson 12.

Your students should be finding and using text evidence to support their thinking as much as possible.

## We suggest you skip the following lessons: None

## Teacher Note:

- Use Mini-Lessons 6-12 for planning, drafting, and revising research writing.
- Grammar Mini-Lessons incorporated into this unit are:
- Sentence Structure, 3-6
- Culminating Mini-Lesson


## Celebration Ideas:

- Pick an event and write it from another viewpoint.
- Have students read their articles for each other or another class.
- Create a class newspaper with all the articles the students have written and publish it for the school.

