

Hillsborough Township Public Schools
Grade 5

ELA Curriculum Map

Essential Questions	Enduring Understandings	Anchor Standards NJLSA	Key Progress Indicators (Individual Grade Level Standards)	Learning Targets	Assessment: Formative and Summative	Interdisciplinary Connections	21st Century Connections
Unit I: Exploring Themes Across Texts 9-10 Weeks							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p>	<p>RL.5.1. Quote accurately from a text, and make relevant connections, when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama, or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)</p>	<p>Create specific goals to become stronger readers.</p> <p>Write about reading books.</p> <p>Cite evidence from a text to support a claim.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries <p>Summative:</p> <ul style="list-style-type: none"> *Writing in Response to Reading *Unit One Common Assessment 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p>	<p>9.3.12.ED-TT.5 Establish a positive climate to promote learning</p> <p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p>
<p>Author's Choice: Why does it matter?</p> <p>What makes a story a "great" story?</p>	<p>Analyzing text for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding</p>	<p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Use the different structures of texts to understand the author's meaning.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries <p>Summative:</p> <ul style="list-style-type: none"> *Writing in Response to Reading 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	<p>9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p>

			RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.		*Unit One Common Assessment		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Use and analyze multiple texts to identify common themes and support those themes with evidence. Identify similar themes and topics found in stories from the same genre.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries Summative: *Writing in Response to Reading *Unit One Common Assessment		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insights into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)	Explain how visuals contribute to a story.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Discussions *Reading Entries Summative: *Writing in Response to Reading *Unit One Common Assessment	8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
What do good readers do?	Students who are college and career ready read and interpret a	NJSLSA.R10. Read and comprehend complex literary and informational texts	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade	Closely read complex grade level texts. Use reading strategies	Formative: *Entrance Slips *Partner Talk *Conference		9.3.12.ED.1 Apply communication skills with

<p>Am I clear about what I just read?</p>	<p>variety of complex texts with confidence and independence.</p>	<p>independently and proficiently with scaffolding as needed.</p>	<p>level text-complexity or above, with scaffolding as needed.</p>	<p>(e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help understand difficult, complex texts.</p>	<p>Discussions *Reading Entries Summative: *Writing in Response to Reading *Unit One Common Assessment</p>		<p>students, parents and other groups to enhance learning and a commitment to learning.</p>
<p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.2. Summarize a written</p>	<p>Read or study materials to be discussed and share findings with others.</p> <p>Identify and follow the agreed upon rules for discussion and carry out assigned roles.</p> <p>Ask questions when they do not understand.</p> <p>Stay on topic by making comments about the information being discussed.</p> <p>Make connections between the comments of others.</p> <p>Explain their ideas and what they have learned from a discussion.</p>	<p>Formative: *Partner Talk *Conference Discussions Summative: *Partner Debates *Whole Class Debates *Book Club Discussions</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p> <p>8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.</p>	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>

			<p>text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>				
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>Word Analysis and decoding skills are foundational for success as a reader.</p>	N/A	<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes).</p> <p>Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words.</p> <p>Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>Use analysis of word structure to decode unfamiliar multisyllabic words.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Word Sorts *Common Pre-assessment <p>Summative:</p> <ul style="list-style-type: none"> *Word patterns post-assessments 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p>	
<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	N/A	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Read grade-level text fluently and show comprehension through timing and expression.</p> <p>Recognize when a word does not make sense within a text.</p> <p>Self-correct misread or</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Partner Talk <p>Summative:</p> <ul style="list-style-type: none"> *Celebrations *Reading Panels 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p>	

			<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>misunderstood words using context clues.</p> <p>Reread with correction when necessary.</p> <p>Read fluently (easy, smooth, and automatic).</p>			
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Generate ideas for personal narratives by thinking about turning-point moments, people and/or places that matter to them and reliving the episodes that occurred in those places.</p> <p>Use mentor texts to spark ideas of their own.</p> <p>Orient (set the scene for) the reader by introducing the narrator, characters, and the event/situation that starts the story in motion.</p> <p>Sequence the events in a story so that one event logically leads to the next.</p> <p>Use narrative techniques (e.g. dialogue, description, pacing) to develop events and /or experiences and show how characters respond to situations.</p> <p>Use concrete words and phrases as well as sensory details (descriptive words and</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand <p>Summative:</p> <ul style="list-style-type: none"> *Summative On Demand *Process Piece *Exit Tickets 	<p>8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.</p>	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>

				<p>phrases that appeal to the senses) to help reader understand the experiences and events (create mind pictures)</p> <p>Signal changes in time and place by using transition words, phrases, and clauses</p> <p>Write a logical conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied)</p>			
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p>Identify the writing style that best fits a task, purpose, audience.</p> <p>Use organizational or formatting structures to develop writing ideas.</p> <p>To compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand <p>Summative:</p> <ul style="list-style-type: none"> *Summative On Demand *Process Piece *Exit Tickets 	8.1.5.A.3. Use a graphic organizer to organize information about a problem or issue.	<p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style	NJSLSA.W. 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,	<p>Use prewriting strategies to formulate ideas.</p> <p>Recognize that a well-developed piece of</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions 	8.1.5.A.3. Use a graphic organizer to organize information about a problem or	

<p>What does it take?</p>	<p>and structure for an audience and is strengthened through revision and technology.</p>	<p>new approach.</p>	<p>editing, rewriting, or trying a new approach.</p>	<p>writing requires more than one draft.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and try a new approach.</p>	<p>*Writing Entries *Formative On Demand</p> <p>Summative: *Summative On Demand *Process Piece *Exit Tickets</p>	<p>issue.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.</p>	<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish and to interact and collaborate with others.</p>	<p>W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Identify technology that will help produce, edit, and publish writing.</p> <p>Choose credible websites on the internet that will help compose, edit, and publish writing.</p> <p>Collaborate with peers, teachers and others to produce and publish writing.</p> <p>Use proper keyboarding skills to compose and prepare writing for publication.</p> <p>Use checklists to assess growth and set new goals.</p>	<p>Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand</p> <p>Summative: *Summative On Demand *Process Piece *Exit Tickets</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p> <p>8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.</p>	

<p>Why write?</p> <p>What do good writers do?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Recognize that different writing tasks (e.g. journal entries, reflections, research) require varied time frames to complete.</p> <p>Determine a writing format/style to fit task, purpose, and/or audience.</p> <p>Use writing techniques to elaborate on the parts that show a story's meaning.</p> <p>Write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience.</p>	<p>Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand</p> <p>Summative: *Summative On Demand *Process Piece *Exit Tickets</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	
<p>Why do the rules of language matter? Communicating clearly: What does it take?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>B. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>D. Recognize and correct inappropriate shifts in verb tense.</p>	<p>Define conjunction (word or word(s) that connect words, phrases, clauses, or sentences) and explain its function in a sentence.</p> <p>Define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence.</p> <p>Define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function</p>	<p>Formative: *Entrance Slips</p> <p>Summative: *Process Piece *Exit Tickets *Quick Writes</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>

			<p>E. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series.</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>in a sentence.</p> <p>Identify the past perfect, present perfect, and future perfect verb tenses and use them correctly.</p> <p>Choose the correct verb tense to show time, sequence, state and condition.</p>			
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials as appropriate.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and</p>	<p>Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</p> <p>Distinguish between literal language and figurative language.</p> <p>Recognize when an</p>	<p>Formative: *Entrance Slips</p> <p>Summative: *Process Piece *Exit Tickets *Quick Writes</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	

		<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>author is using idioms, adages, and proverbs and determine his/her intended meaning.</p> <p>Recognize word relationships and use the relationships to further understand each of the words.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common Greek and Latin affixes and roots (units of meaning).</p> <p>Break down unknown words into units of meaning to infer the definition.</p> <p>Verify my inferred meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesauruses).</p>			
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary</p>	<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Recognize and use grade-appropriate academic and domain-specific words and phrases.</p> <p>Acquire and use grade-appropriate academic and domain specific words/phrases to increase comprehension and expression.</p>	<p>Formative: *Entrance Slips</p> <p>Summative: *Process Piece *Exit Tickets *Quick Writes</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	

		knowledge when encountering an unknown term important to comprehension or expression.					
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Unit II: Tackling Nonfiction Text - 9 Weeks

<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Quote (“word for word” support) accurately from a text.</p> <p>Read closely to find answers that are stated explicitly in text and answers that require an inference.</p> <p>Analyze an author’s words and find quotes needed to support both explicit and inferential questions.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries <p>Summative:</p> <ul style="list-style-type: none"> *Writing in Response to Reading *Unit Two Common Assessment 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p> <p>8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.</p>
<p>What do good readers do?</p> <p>How can I use the text to support my ideas?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>Learn from a variety of multimedia sources using the same reading skills as print nonfiction texts.</p> <p>Identify individuals, events, ideas and/or concepts in different types of text.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries <p>Summative:</p> <ul style="list-style-type: none"> *Writing in Response to 		<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>

				Use specific information in a text to identify and explain the relationships and interactions between two or more individuals, events, ideas, and/or concepts.	Reading *Unit Two Common Assessment		
Author's choice: Why does it matter? What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strength and understanding.	NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Identify domain specific words or phrases in a text. Use various strategies to determine the meaning of general academic and domain-specific words and phrases in a text. Locate and use resources and text features to assist in determining the meaning of unknown words and phrases. Analyze informational text and determine if the structure chosen effectively relates events, ideas, concepts, or information. Analyze how various authors develop the same event or topic and determine how each author's point of view affects the text.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries Summative: *Writing in Response to Reading *Unit Two Common Assessment	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving	9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
In what ways does creative choice impact an audience? Whose story is it, and why	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate	NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Locate information from several texts on the same topic. Determine which piece of information best supports the topic.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks,	9.3.12.ED.1 Apply communication skills with students, parents and other groups to

<p>does it matter?</p>	<p>content, reasoning, and claims in diverse formats.</p>	<p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Integrate information from several texts to display knowledge of the topic when writing or speaking.</p>	<p>Summative: *Writing in Response to Reading</p> <p>*Unit Two Common Assessment</p>	<p>including problem solving</p> <p>8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	<p>enhance learning and a commitment to learning.</p>
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Students who are college and career ready and interpret a variety of complex texts with confidence and independence.</p>	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Recognize when texts are too easy or too difficult.</p> <p>Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex tasks.</p>	<p>Formative: *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries</p> <p>Summative: *Writing in Response to Reading</p> <p>*Unit Two Common Assessment</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	
<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of</p>	<p>Comprehension is enhanced through a collaborative process of sharing and</p>	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively,</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Identify information from a text being read aloud.</p> <p>Identify information that is presented in different</p>	<p>Formative: *Partner Talk *Conference Discussions</p> <p>Summative:</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a</p>	

sources: What will help?	evaluating ideas.	and orally.		formats (e.g., media, charts, graphs, websites, speeches) Summarize information gathered to determine the main idea and support details of a presentation.	*Partner Debates *Whole Class Debates *Book Club Discussions	variety of tasks, including problem solving	
What makes collaboration meaningful? Making meaning from a variety of sources: What will help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Identify a speaker’s claims that are supported by reasons and evidence. Summarize a speaker’s points using reasons and evidence he/she provides to support his/her claims.	Formative: *Partner Talk *Conference Discussions Summative: *Partner Debates *Whole Class Debates *Book Club Discussions	8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. Should be paired with L.5.1 and L.5.3	Identify various reasons for speaking (e.g., informational, descriptive, formal, informal). Adapt a speech for various tasks or situations. Compose a formal speech that demonstrates command of grade 5 Language standards.	Formative: *Partner Talk *Conference Discussions Summative: *Partner Debates *Whole Class Debates *Book Club Discussions		9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
How do sounds and letters create words? When a word	Word Analysis and decoding skills are foundational for success as a	N/A	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. use combined knowledge	Recognize that letters and combinations of letters (graphemes) make different sounds	Formative: *Word Sorts *Word patterns pre-assessments	8.1.5.A.1 Select and use the appropriate digital tools and resources to	

<p>doesn't make sense, what can I do?</p>	<p>reader.</p>		<p>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.</p>	<p>(phonemes). Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words. Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. Use analysis of word structure to decode unfamiliar multisyllabic words.</p>	<p>Summative: *Word patterns post-assessments</p>	<p>accomplish a variety of tasks, including problem solving</p>	
<p>What do good readers do? Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate.</p>	<p>N/A</p>	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read grade-level text fluently and show comprehension through, timing and expression. Recognize when a word does not make sense within a text. Self-correct misread or misunderstood words using context clues. Reread with correction when necessary. Read fluently (easy, smooth, and automatic).</p>	<p>Formative: *Partner Talk Summative: *Celebrations *Reading Panels</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	<p>9.3.12.ED-TT.5 Establish a positive climate to promote learning</p>
<p>What do writers do? What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates</p>	<p>NJLSA.W2. Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related</p>	<p>Select a topic and gather information to share with an audience. Define common formatting structures and determine structures that will best organize</p>	<p>Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including</p>	<p>9.3.12.ED.3 Use critical thinking to process educational communications, perspectives,</p>

	the ideas to the reader.	organization, and analysis of content.	information logically; include text features such as headings, illustrations, and multimedia when useful to aid comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented.	information. Introduce a topic by providing general observation/focus and use formatting structure, illustrations, and multimedia to clarify the topic. Present information in a formal style with a concluding statement or section that relates to the information presented.	Demand Summative: *Summative On Demand *Process Piece *Exit Tickets	problem solving 8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. 8.1.5.F.1. Apply digital tools to collect, organize, and analyze data that support a scientific finding.	policies and/or procedures.
Writing clearly: What makes a difference? Final Product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with the help of others. Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. Recognize when revising, editing, and rewriting are not enough, and try a new approach.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand Summative: *Summative On Demand *Process Piece *Exit Tickets	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving 8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures. 8.1.5.A.3. Use a graphic organizer	

						to organize information about a problem or issue.	
Writing clearly: What makes a difference? Final Product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	NJSLSA.W4. Produce clear and coherent in which the development, organization, and style are appropriate to task, purpose, and audience	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).	Identify the writing style that best fits the task, purpose, audience. Use organizational and formatting structures (graphic organizers) to develop writing ideas. Compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand Summative: *Summative On Demand *Process Piece *Exit Tickets	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.
Writing clearly: What makes a difference? Final Product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.	NJSLSA.W6. Use technology, including the Internet, to produce and publish and to interact and collaborate with others.	W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Identify technology tools that will help produce, edit, and publish writing. Choose credible websites on the internet that will help compose, edit, and publish writing. Collaborate with peers, teachers and others to produce and publish writing. Use proper keyboarding skills to compose and prepare writing for publication.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand Summative: *Summative On Demand *Process Piece *Exit Tickets	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving 8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.	
Writing clearly: What makes a difference?	Producing clear ideas as a writer involves an inquiry-based	NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an	W.5.7. Conduct short research projects that use several sources to build knowledge through	Define research and explain how research is different from other types of writing,	Formative: *Entrance Slips *Partner Talk *Conference	8.1.5.A.1 Select and use the appropriate digital tools and	9.3.12.ED.2 Demonstrate effective oral, written and

<p>Final Product: What does it take?</p>	<p>research process, which leads to investigation and integration of evidence from multiple sources presented in a variety of ways.</p>	<p>inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>investigation of different perspectives of a topic.</p> <p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Focus research around a central question that is provided or determine another research-worthy question.</p> <p>Choose several sources and gather information to answer research questions.</p> <p>Analyze the information found in sources and determine if it provides enough support to answer research questions.</p>	<p>Discussions *Writing Entries *Formative On Demand</p> <p>Summative: *Summative On Demand *Process Piece *Exit Tickets</p>	<p>resources to accomplish a variety of tasks, including problem solving</p> <p>8.1.5.D.2. Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.F.1. Apply digital tools to collect, organize, and analyze data that support a scientific finding.</p>	<p>multimedia communication in multiple formats and contexts.</p>
<p>Why write? What do good writers do?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition or self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Recognize that different writing tasks (e.g. journal, reflection, research) require varied time frames to complete.</p> <p>Determine a writing format/style to fit task, purpose, and or audience.</p> <p>Write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience.</p>	<p>Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand</p> <p>Summative: *Summative On Demand *Process Piece *Exit Tickets</p>		
<p>Why do the rules of language matter? Communicating clearly: What does it take?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and</p>	<p>Define conjunction (word or word(s) that connect words, phrases, clauses, or sentences) and explain its function in a sentence.</p> <p>Define preposition (a</p>	<p>Formative: *Entrance Slips</p> <p>Summative: *Process Piece *Exit Tickets *Quick Writes</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including</p>	

	language.	<p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>interjections in general and their function in particular sentences.</p> <p>B. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>D. Recognize and correct inappropriate shifts in verb tense.</p> <p>E. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series.</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence.</p> <p>Define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence.</p> <p>Identify the past perfect, present perfect, and future perfect verb tenses and use them correctly.</p> <p>Choose the correct verb tense to show time, sequence, state and condition.</p>		problem solving	
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<p>How does situation affect meaning?</p> <p>How does author's choice impact an audience?</p>	<p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas or poems.</p>	<p>Identify simple sentence structures, compound sentence structures, and complex sentence structures.</p> <p>Determine when to use varied sentence structures to create meaning, interest, and style in writing.</p> <p>Compare and contrast how authors use variations of English in stories, dramas, or poems.</p>	<p>Formative: *Entrance Slips</p> <p>Summative: *Process Piece *Exit Tickets *Quick Writes</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	
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Unit III: Taking a Stand: Reading and Writing About Issues that Matter
9 Weeks

<p>What do good readers do?</p> <p>Am I clear about what I just read? How can I use the text to support my ideas?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Quote (“word for word” support) accurately from a text.</p> <p>Read closely to find answers explicitly in text and answers that require an inference.</p> <p>Analyze an author’s words and find quotes needed to support both explicit and inferential questions.</p> <p>Define a summary and write a summary stating the key points of a text.</p>	<p>Formative: *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries</p> <p>Summative: *Writing in Response to Reading</p> <p>*Unit Three Common Assessment</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p>	<p>9.3.12.ED-TT. 5 Establish a positive climate to promote learning</p>
<p>What do good readers do?</p>	<p>Effective readers use a variety of strategies to</p>	<p>NJSLSA.R3. Analyze how and why individuals, events, and</p>	<p>RI.5.3. Explain the relationships or interactions between two or more</p>	<p>Identify individuals, events, ideas, and/or concepts in different</p>	<p>Formative: *Entrance Slips *Partner Talk</p>		

<p>How can I use the text to support my ideas?</p>	<p>make sense of key ideas and details presented in text.</p>	<p>ideas develop and interact over the course of a text.</p>	<p>individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>types of texts. Use specific information in a text to identify and explain the relationships and interactions between two or more individuals, events, ideas, and/or concepts.</p>	<p>*Conference Discussions *Reading Entries Summative: *Writing in Response to Reading *Unit Three Common Assessment</p>		
<p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p>	<p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Locate the reasons and evidence an author uses to support particular points in a text. Identify and explain which reasons and evidence support particular points. Locate information from several texts on the same topic. Determine which piece of information best supports the topic. Integrate (bring together) information from several texts to display knowledge of the topic when writing or speaking.</p>	<p>Formative: *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries Summative: *Writing in Response to Reading *Unit Three Common Assessment</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving. 8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>	
<p>Making meaning from a variety of sources: What will help?</p>	<p>Good readers use information from a variety of sources; identifying key</p>	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and</p>	<p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as</p>	<p>Recognize when reading texts that are too easy or too difficult. Determine reading</p>	<p>Formative: *Entrance Slips *Partner Talk *Conference Discussions</p>	<p>8.1.5.E.1. Use digital tools to research and evaluate the accuracy of,</p>	

	points, using schema, and synthesizing this information to create new ideas and understanding about a topic.	proficiently with scaffolding as needed.	needed.	strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult texts.	*Reading Entries Summative: *Writing in Response to Reading *Unit Three Common Assessment	relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	
What makes collaboration meaningful? Making meaning from a variety of sources: What will help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively,	Read or study materials to be discussed and share findings with others. Identify and follow the agreed upon rules for discussion and carry out assigned roles. Ask questions when they do not understand. Stay on topic by making comments about the information being discussed. Make connections between the comments of others. Explain their ideas and what they have learned from a discussion.	Formative: *Partner Talk *Conference Discussions Summative: *Partner Debates *Whole Class Debates *Book Club Discussions		9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.

			and orally).				
			SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.				
<p>What makes a presentation “great?”</p> <p>“What I say” vs. “how I say it,” does it really matter?</p>	<p>Effective presentations are easy for the audience to understand and follow, are organized in a logical way, and utilize technology tools.</p>	<p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Determine a logical sequence for presenting ideas and facts.</p> <p>Present my ideas and/or opinions with facts and relevant descriptive details that support the main idea or theme.</p> <p>Report information by speaking clearly and at an appropriate pace.</p> <p>Identify main ideas or themes in their presentations that could be enhanced.</p> <p>Determine and include an appropriate multimedia component or visual display to enhance main ideas or themes.</p>	<p>Formative:</p> <p>*Partner Talk *Conference Discussions</p> <p>Summative:</p> <p>*Partner Debates *Whole Class Debates *Book Club Discussions</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols, and/ or pictures.</p>	
<p>How do sounds and letters create words?</p> <p>When a word doesn’t make sense, what can I do?</p>	<p>Word Analysis and decoding skills are foundational for success as a reader.</p>	N/A	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and</p>	<p>Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes).</p> <p>Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode</p>	<p>Formative:</p> <p>*Partner Talk</p> <p>Summative:</p> <p>*Celebrations *Reading Panels</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p>	

			affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	words. Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables. Use analysis of word structure to decode unfamiliar multisyllabic words.			
What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate.	N/A	RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read grade-level text fluently and show comprehension through, timing and expression. Recognize when a word does not make sense within a text. Self-correct misread or misunderstood words using context clues. Reread with correction when necessary. Read fluently (easy, smooth, and automatic).	Formative: *Partner Talk Summative: *Celebrations *Reading Panels	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving	9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
What do writers do? What's my purpose and how do I develop?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are	Determine an opinion/point of view on a particular topic or text. Create an organizational structure (chronology, compare/contrast, cause/effect, problem/solution). Support an opinion with logically ordered facts and details and link	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand Summative: *Summative On Demand	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving	9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.

			<p>supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>reasons with words, phrases, and clauses.</p> <p>Write an opinion piece with an introduction, supporting details/facts, and a concluding statement/section.</p>	<p>*Process Piece</p> <p>*Exit Tickets</p>		
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Identify the writing style that best fits the task, purpose, audience.</p> <p>Use organizational and formatting structures to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p>	<p>Formative:</p> <p>*Entrance Slips</p> <p>*Partner Talk</p> <p>*Conference Discussions</p> <p>*Writing Entries</p> <p>*Formative On Demand</p> <p>Summative:</p> <p>*Summative On Demand</p> <p>*Process Piece</p> <p>*Exit Tickets</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue</p>	
<p>What do good researchers do?</p> <p>How can I make information learned from a text my own?</p> <p>How can I develop a claim and support it with evidence and reasoning?</p>	<p>Strong opinion writers take information from multiple sources to develop focused questions and claims that will be answered through an inquiry-based research process.</p>	<p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>1. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how</p>	<p>Define research and explain how research is different from other types of writing.</p> <p>Focus research around a central question.</p> <p>Choose several sources and gather information to answer research questions.</p> <p>Analyze information found in several sources and determine if it provides enough support to answer the research</p>	<p>Formative:</p> <p>*Entrance Slips</p> <p>*Partner Talk</p> <p>*Conference Discussions</p> <p>*Writing Entries</p> <p>*Formative On Demand</p> <p>Summative:</p> <p>*Summative On Demand</p> <p>*Process Piece</p> <p>*Exit Tickets</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p> <p>8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and</p>	

			<p>characters interact”).</p> <p>2. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>question.</p> <p>Define textual evidence and determine textual evidence that supports analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p>		<p>non-print electronic information sources to complete a variety of tasks.</p>	
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.</p>	<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Identify technology that will help produce, edit, and publish writing.</p> <p>Choose credible websites on the internet that will help compose, edit, and publish writing.</p> <p>Collaborate with peers, teachers and others to produce and publish writing.</p> <p>Use proper keyboarding skills to compose and prepare writing for publication.</p> <p>Use checklists to assess growth and set new goals.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand <p>Summative:</p> <ul style="list-style-type: none"> *Summative On Demand *Process Piece *Exit Tickets 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p> <p>8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.</p> <p>8.1.5.A.3. Use a graphic organizer to organize information about a problem or issue.</p>	
<p>Why write?</p> <p>What do good writers do?</p>	<p>Effective writers use a variety of formats to communicate</p>	<p>NJSLSA.W10. Write routinely over extended time frames (time for research,</p>	<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and</p>	<p>Recognize that different writing tasks (e.g. journal, reflection, research) require varied</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference 	<p>8.1.5.A.1 Select and use the appropriate digital tools and</p>	

	ideas appropriate for the audience, task, and time frame.	reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	time frames to complete. Determine a writing format/style to fit task, purpose, and or audience. Write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience.	Discussions *Writing Entries *Formative On Demand Summative: *Summative On Demand *Process Piece *Exit Tickets	resources to accomplish a variety of tasks, including problem solving.	
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to	Identify items in a series and punctuate them correctly. Identify an introductory element (e.g., interjection, prepositional phrase of three or more words, adverb clause) and use a comma to separate it from the rest of a sentence. Identify when a comma should be used to set off the words yes and no, tag questions, and direct address. Identify misspelled words and use resources to assist in spelling correctly.	Formative: *Entrance Slips Summative: *Process Piece *Exit Tickets *Quick Writes	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.	

			<p>separate items in a series.</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</p>				
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Unit IV: Analyzing Themes and Symbols Across Genres
8 Weeks

<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in a text.</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Quote accurately from a text.</p> <p>Define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion.</p> <p>Read closely and find answers explicitly in text and answers that require an inference.</p> <p>Analyze an author's words and find quotes needed to support both explicit and inferential questions.</p> <p>Define theme and</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries <p>Summative:</p> <ul style="list-style-type: none"> *Writing in Response to Reading *Unit Four Common Assessment 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p>	<p>9.3.12.ED-AD M.2 Identify behaviors necessary for developing and sustaining a positive learning culture.</p>
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		NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		analyze details in a text to determine a theme. Identify characters, settings, and events in a story or drama. Compare and contrast two or more characters, settings, or events in a story or drama using specific details from the text.			
What do good readers do? Am I clear about what I just read? How do I know?	Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	Use various strategies to determine the meaning of words and phrases. Define and identify various forms of figurative language. Distinguish between literal language and figurative language. Explain how chapters, scenes, and stanzas fit together to form stories, dramas, or poems. Identify basic points of view as first person, second person, or third person. Determine a narrator's or speaker's point of view in a text. Describe how events in a text are influenced by point of view.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Reading Entries Summative: *Writing in Response to Reading *Unit Four Common Assessment		
What do good	To gain keener	NJSLSA.R7. Integrate	RL.5.7. Analyze how visual	Identify visual elements	Formative:	8.1.5.A.1 Select	

<p>readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>insights into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>found in a text.</p> <p>Analyze how visual elements and multimedia presentations add meaning, create tone, and contribute to the beauty of a text.</p>	<p>*Entrance Slips *Partner Talk *Conference Discussions *Reading Entries</p> <p>Summative: *Writing in Response to Reading</p> <p>*Unit Four Common Assessment</p>	<p>and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p>	
<p>Author's Choice: Why does it matter?</p> <p>What do good readers do?</p>	<p>Effective readers identify and analyze themes across multiple texts and make connections to common themes.</p>	<p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>Define a theme and identify similar themes and topics found in stories from the same genre.</p> <p>Compare and contrast how stories in the same genre can communicate the same theme or topic.</p>	<p>Formative:</p> <p>*Entrance Slips *Partner Talk *Conference Discussions *Reading Entries</p> <p>Summative: *Writing in Response to Reading</p> <p>*Unit Four Common Assessment</p>		
<p>Am I clear about what I just read?</p> <p>How do I know?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p>	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p>Closely read complex grade-level texts.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Use reading strategies (e.g., ask questions, make connections, take</p>	<p>Formative:</p> <p>*Entrance Slips *Partner Talk *Conference Discussions *Reading Entries</p> <p>Summative:</p>		

				notes, make inferences, visualize, re-read) to help me understand difficult complex text.	*Writing in Response to Reading *Unit Four Common Assessment		
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p> <p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Word Analysis and decoding skills are foundational for success as a reader.</p> <p>Fluent readers accurately process print with expression at an appropriate rate</p>	N/A	<p>RF .5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes).</p> <p>Use knowledge of consonant blends, long vowel patterns and short vowel patterns to decode words.</p> <p>Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.</p> <p>Use analysis of word structure to decode unfamiliar multisyllabic words.</p> <p>Read grade-level text fluently and show comprehension through timing and expression.</p> <p>Recognize when a word does not make sense within a text.</p> <p>Self-correct misread or misunderstood words using context clues. Read fluently (easy, smooth, and automatic).</p>	<p>Formative:</p> <p>*Word Sorts *Word patterns pre-assessments</p> <p>Summative:</p> <p>*Word patterns post-assessments *Common Post-Assessment</p>	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.	

<p>What do good writers do?</p> <p>What is my purpose, and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>NJSLSA.W2. Write informative and/or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Select a topic and gather information to share with an audience.</p> <p>Explain a topic using precise language and domain-specific vocabulary.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand <p>Summative:</p> <ul style="list-style-type: none"> *Summative On Demand *Process Piece *Exit Tickets 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p> <p>8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.</p>	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>
<p>What good writers do?</p> <p>"What I say" vs. "how I say it," does it really matter?</p>	<p>Effective writers use what they know about narrative techniques, adding elaboration, and organization to develop clear, well-developed writing pieces.</p>	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events.</p>	<p>Define narrative and describe the basic parts of plot.</p> <p>Set the scene for a reader that introduces the narrator, characters, and the event/situation that sets the story in motion.</p> <p>Sequence events in a story so that one event logically leads to the next.</p> <p>Use narrative techniques to develop events and/or experiences and show how characters respond to those situations.</p> <p>Use concrete words, phrases, and sensory details to help my reader understand the experiences and events.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand <p>Summative:</p> <ul style="list-style-type: none"> *Summative On Demand *Process Piece *Exit Tickets 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p> <p>8.1.5.A.2. Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.</p>	

			<p>precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Use transition words, phrases, and clauses to signal changes in time and place.</p> <p>Write a logical conclusion that provides a sense of closure.</p>			
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Identify the writing style that best fits a task, purpose, audience.</p> <p>Use organizational or formatting structures to develop writing ideas.</p> <p>To compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand <p>Summative:</p> <ul style="list-style-type: none"> *Summative On Demand *Process Piece *Exit Tickets 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</p>	
<p>Writing clearly: What makes a difference?</p> <p>Final Product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Use prewriting strategies to formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand <p>Summative:</p> <ul style="list-style-type: none"> *Summative On Demand *Process Piece *Exit Tickets 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.</p>	

				using revisions and edits to develop and strengthen writing. Recognize when revising, editing, and rewriting are not enough, and try a new approach.			
Writing clearly: What makes a difference? Final Product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure and is strengthened through revision and technology.	NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Identify technology that will help produce, edit, and publish writing. Choose credible websites on the internet that will help compose, edit, and publish writing. Collaborate with peers, teachers and others to produce and publish writing. Use proper keyboarding skills to compose and prepare writing for publication. Use checklists to assess growth and set new goals.	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand Summative: *Summative On Demand *Process Piece *Exit Tickets	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving. 8.1.2.B.1. Illustrate and communicate original ideas and stories using multiple digital tools and resources.	
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Recognize that different writing tasks (e.g. journal entries, reflections, research) require varied time frames to complete. Determine a writing format/style to fit task, purpose, and/or audience. Use writing techniques	Formative: *Entrance Slips *Partner Talk *Conference Discussions *Writing Entries *Formative On Demand Summative: *Summative On Demand	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.	

				to elaborate on the parts that show a story's meaning. Write for a variety of reasons (e.g., to inform, to describe, to persuade, to entertain/ convey and experience.	*Process Piece *Exit Tickets		
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. B. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses. C. Use verb tense to convey various times, sequences, states, and conditions. D. Recognize and correct inappropriate shifts in verb tense. E. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>). L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series. B. Use a comma to separate an introductory	Identify items in a series and punctuate them correctly. Identify an introductory element (e.g., interjection, prepositional phrase of three or more words, adverb clause) and use a comma to separate it from the rest of a sentence. Identify when a comma should be used to set off the words yes and no, tag questions, and direct address Identify misspelled words and use resources to assist in spelling correctly.	Formative: *Entrance Slips Summative: *Process Piece *Exit Tickets *Quick Writes	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.	

			<p>element from the rest of the sentence.</p> <p>C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E. Spell grade-appropriate words correctly, consulting references as needed.</p>				
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common Greek and Latin affixes and roots.</p> <p>Break down unknown words into units of meaning to infer definition.</p> <p>Verify inferred meaning of an unknown word by consulting reference materials.</p>	<p>Formative: *Entrance Slips</p> <p>Summative: *Process Piece *Exit Tickets *Quick Writes</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p>	
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and</p>	<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p>	<p>Define and identify various forms of figurative language.</p> <p>Distinguish between literal language and figurative language.</p>	<p>Formative: *Entrance Slips</p> <p>Summative: *Process Piece *Exit Tickets *Quick Writes</p>	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including</p>	

<p>know?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>appropriately use vocabulary.</p>		<p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Recognize when an author is using idioms, adages, and proverbs; and determine his/her intended meaning.</p> <p>Recognize word relationships and use the relationships to further understand each word.</p>		<p>problem solving.</p>	
<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Read or study materials to be discussed and share findings with others.</p> <p>Identify and follow the agreed upon rules for discussion and carry out assigned roles.</p> <p>Ask questions when they do not understand. Stay on topic by making comments about the information being discussed.</p> <p>Make connections between the comments of others.</p> <p>Explain their ideas and what they have learned from a discussion.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Partner Talk *Conference Discussions <p>Summative:</p> <ul style="list-style-type: none"> *Partner Debates *Whole Class Debates *Book Club Discussions 		<p>9.3.12.ED.1 Apply communication skills with students, parents and other groups to enhance learning and a commitment to learning.</p>
<p>What makes a presentation "great"?</p> <p>"What I say" versus "how I say"</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate</p>	<p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and</p>	<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive</p>	<p>Determine a logical sequence for presenting ideas and facts.</p> <p>Present my ideas and/or opinions with facts and</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Partner Talk *Conference Discussions 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a</p>	

<p>it”, does it really matter?</p>	<p>organization and style for an audience via the use of visual displays, technology, and the appropriate use of language</p>	<p>the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>relevant descriptive details that support the main idea or theme.</p> <p>Report information by speaking clearly and at an appropriate pace.</p>	<p>Summative:</p> <ul style="list-style-type: none"> *Partner Debates *Whole Class Debates *Book Club Discussions 	<p>variety of tasks, including problem solving</p>	
<p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Identify main ideas or themes in their presentations that could be enhanced.</p> <p>Determine and include an appropriate multimedia component or visual display to enhance main ideas or themes.</p>	<p>Formative:</p> <ul style="list-style-type: none"> *Partner Talk *Conference Discussions <p>Summative:</p> <ul style="list-style-type: none"> *Partner Debates *Whole Class Debates *Book Club Discussions 	<p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks, including problem solving.</p> <p>8.1.5.B.1. Illustrate and communicate original ideas and stories using multiple tools and resources.</p>	