

**Berkeley Heights Public Schools Curriculum**  
**Berkeley Heights, New Jersey**



Reading Units of Study

Grade 5

Date Adopted: July 2021



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## **ACKNOWLEDGEMENTS**

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## DOCUMENT OVERVIEW

The guidelines for developing curriculum in the Berkeley Heights Public Schools include the New Jersey State Learning Standards (NJSLS). These standards spell out specific learning expectations for each grade level and content area. We use a variation of the *Understanding by Design* (UbD) model of curriculum development and organization.

**Prerequisite Knowledge and Skills:** A brief description of foundational knowledge and skills that students should have mastered to equip them with the readiness skills necessary to make meaning of the objective of this lesson/unit.

**Essential Questions and Enduring Understandings:** These questions are used to help students conceptualize overarching ideas and to find personal meaning in their learning. Enduring Understandings are statements summarizing important ideas, key take-aways, and core processes that are central to a discipline, and have lasting value beyond the classroom.

**Formative Assessment:** Assessments that give ongoing diagnosis of learning as students engage in the unit. Results of formative assessment are used for reteaching or extending learning.

**Summative Assessment:** Assessment that indicates the level of mastery of concepts, knowledge and skills of a unit.

**Instructional Strategies/Learning Activities:** Describes the differentiated teaching strategies that create high quality instruction to address the needs of all students, engage students in their own learning, and build students' capacity and interest in learning.

**Demonstrations of Understanding:** These Six Facets underlie students' opportunities to demonstrate their understanding of content knowledge and skills using the *Understanding by Design* model of curriculum.

1. **Explanation:** Students can explain the core meaning of learning in a way that communicates the key concepts embodied in the knowledge and skill of the standard.
2. **Interpretation:** Students can articulate why a particular standard/learning matters, relate it to other learnings, and can translate the impact of this learning on personal, societal, and scientific issues.
3. **Application:** Students can use the learning in new contexts that differ from the instructional context and can modify and flexibly use learning to suit the context.
4. **Perspective:** Students can question assumptions, conclusions and points of view and can express different viewpoints on issues and/or seek different solutions for problems.
5. **Empathy:** Students can "stand in another's shoes" and see a situation from the inside out.
6. **Self-knowledge:** Students can evaluate how they learn, examine what helps and does not help them in the learning process, and set goals to support ongoing learning. Self-knowledge asks students to identify their own barriers to learning, e.g., blind spots, misconceptions.



## CURRICULUM PACING GUIDE

UNIT NUMBER	UNIT TITLE	SUGGESTED PACING
1A	Launching Reading Workshop	2-3 weeks-September
1B	Unit 1- Interpretation Book Clubs: Analyzing Themes	September-October; 4-6 weeks
2	Unit 2- Tackling Complexity: Moving Up Levels of Nonfiction	November-December; 4-6 weeks
3	Unit 3-Argument and Advocacy: Researching Debatable Issues	January-February; 4-6 weeks
4	Unit 4- Fantasy Book Clubs: The Magic of Themes and Symbols	March-April; 4-6 weeks
5	Unit 5- The Holocaust and Historical Fiction*	*To be aligned with Social Studies Holocaust Unit (insert where appropriate); 4-6 weeks



**UNIT TITLE**

**LLaunching Reading Workshop**

**CONTENT AREA:**

**Reading**

**GRADE LEVEL:**

**5**

**UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT**

**Unit 1A: Launching Reading Workshop, 2-3 weeks**

**UNIT FOCUS - SUMMARY OF UNIT**

In this unit, students will learn how to be a part of a reading community by learning procedures, routines and rituals involved in launching a reading workshop. The focus will be on developing the habits and behaviors that will make them a stronger reader. Students will continue to choose books at their appropriate reading level and interest. Teachers will administer the BOY Fountas and Pinnell Reading Assessment during Reading Workshop. Teachers will have to prepare the classroom setting to ensure the environment is conducive to a reader’s success. Room arrangement, classroom libraries, text availability, organizational systems and supporting comprehension are key factors in establishing an efficient and productive reading workshop.

**KEY UNDERSTANDINGS**

**NEW JERSEY STUDENT LEARNING STANDARDS:**

**Reading Standards:**

**Key Ideas and Details**

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

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

RL.5.3 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

## **Craft and Structure**

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

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

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

## **Range of reading and Complexity of Text**

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.

## **Progress indicators for Reading Informational Text**

### **Key Ideas and Details**

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

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

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

### **Range of Reading and Level of Text Complexity**

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

## **Progress Indicators for Reading Foundation Skills**

### **Fluency**

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

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

### **Writing Standards: Progress Indicators for Writing**

#### **Text Types and Purposes**

#### **Range of Writing**

W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### **Speaking and Listening Standards:**

#### **Comprehension and Collaboration**

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

#### **Presentation of Knowledge and Ideas**

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6 . Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

#### **Language Standards:**

## Vocabulary Acquisition and Use

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

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

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

### PREREQUISITE KNOWLEDGE AND SKILLS: Students should be able to:

- Choose books based on their appropriate level and interest.
- Read grade level texts with accuracy and understanding.
- Unlock the meaning of words.
- Determine the main idea or topic of a text.
- Use specific examples or details from the text to understand ideas.
- Make connections between people, events, or important ideas in a text.
- Read independently for longer periods of time.
- Choose more challenging books, monitor comprehension, and respond to texts.

### ENDURING UNDERSTANDINGS:

- Good readers will learn to work within a workshop setting to learn how to interpret, discuss, share, and read/comprehend texts.

### ESSENTIAL QUESTIONS:

- How do readers develop routines, procedures, and organizational skills to establish successful reading habits?
- How do readers use strategies to make meaning and monitor comprehension?

- Readers will use a variety of strategies to understand texts and help monitor their comprehension.

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to:**

- Identify reading interests (authors, genres, series).
- Identify reading habits and patterns (focus, stamina, pace).
- Self-select appropriate level books.
- Determine individual reading goals.
- Use thinking, writing, and talking to support comprehension before, during, and after reading.
- Effectively use tools to support reading (sticky notes, Reader’s Notebook).
- Participate in partnership, small group, and whole class conversations about texts.
- Develop agreed-upon rules for conversations and prepare for group discussions.
- Identify the theme or main idea and use details in a text to support evidence.
- Check for understanding and use self-correcting strategies.

**STUDENTS WILL BE ABLE TO:**

- Determine the theme of the story using details in the text.
- Understand the meaning of words and phrases.
- Summarize the key details and events in a text.
- Identify two or more main ideas by providing specific details and examples.
- Provide evidence from the text through direct quotes, meaningful connections and drawing inferences .
- Identify point of view and how it influences events described throughout a text.
- Compare and contrast two or more characters, setting or events.
- Compare and contrast similar topics in stories of the same genre.
- Explain the relationship between two or more characters, events or ideas throughout the text.
- Read and identify information from informational texts.
- Prepare and explore ideas for a group discussion by reading assigned material.
- Follow agreed-upon rules for group discussions and carry out assigned roles in a group discussion.
- Know and apply grade level phonics and word analysis skills.
- Read with sufficient accuracy and fluency to support comprehension.

**ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**

**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Listening comprehension assessments
- Fountas and Pinnell Assessment

- Oral and written presentations
- Teacher created performance assessment
- Teacher created written assessment
- Reader’s notebook/writing about reading
- Exit tickets
- Reading Learning Progressions Checklist

**SUMMATIVE ASSESSMENTS**

- Written and oral responses
- Open-ended questions
- Gr. 5 Required Assessment Schedule

**ALTERNATE ASSESSMENTS**

- TC Running Records - All levels
- Reading conferences
- iReady
- Oral and written responses
- Recording of a student’s oral reading
- A-Z reading Fluency passages
- LLI Assessments
- iReady

**LEARNING PLAN/INSTRUCTIONAL STRATEGIES**

**LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):**

*Note: Each session equals one lesson and can be completed in any order.*

Session 1	<b>What is a Reading Workshop?</b> Students will learn about the structure, expectations, and routines of a reading workshop (mini lesson, independent reading/conferring, share etc).
Session 2	<b>Creating a Culture through a Reading Life Community:</b> Students will use their own identities and interests to choose appropriate leveled texts across genres. Readers will understand rules and systems for borrowing and returning books.

Session 3	<b>Studying and Noticing Ourselves as Readers?</b> Students will reflect on themselves as readers so they can notice patterns and set goals for their future reading work.
Session 4	<b>Growing Your Thinking in Different Ways:</b> Students will activate schema and prior knowledge before reading to build understanding. Readers create sensory images using five senses to understand the meaning of stories.
Session 5 (2 days)	<b>Monitoring for Meaning and Noticing when Reading Breaks Down:</b> Readers will develop meaning from texts by making a variety of meaningful connections and monitor comprehension through various strategies (predicting, visualizing, inferring, context clues, etc). Readers will use fix-up strategies to repair comprehension.
Session 6	<b>The Art of Conferencing:</b> Readers will learn procedures for teacher-led conferences by being prepared to discuss texts, answer specific questions, share new ideas, and cite evidence to back up and defend their thinking.
Session 7	<b>Growing Ideas through Conversations:</b> Students will learn how to follow clear protocols and use a repertoire of strategies to begin conversations or book talks with partners, small groups, and contribute ideas to whole class discussions.
Session 8	<b>Setting up the Reader's Notebook:</b> Students will share their thoughts about reading by writing them in their readers' notebook. (stop and jot, bulleting, questioning, etc.)
Session 9	<b>Building Stamina and Strong Reading Habits:</b> Readers should identify and select texts (authors, genres, series) and use appropriate pace to support their reading and create good habits. Readers learn to sustain focus and comprehension through longer texts.
Session 10	<b>The Power of Post-its Notes:</b> Readers understand that holding their ideas on Post-its is a way to track and mark evidence within the text, highlight interesting or difficult vocabulary, and ask questions about their thinking, etc.

Session 11	<p><b>Using Structure of Story Elements and Text Features to Support Comprehension:</b>  Readers can identify characters, setting, problem, solution, and retell plot events in order. Students will determine the main idea of a text by using their knowledge of features and structures.</p>
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**OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):  
Modifications and Accommodations**

- INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**
- Writing, Social Studies, Science, and Technology standards

**STATE REQUIREMENTS**

**AMISTAD AND HOLOCAUST INTEGRATION:**

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather’s Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly’s Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther’s Story*. New York: William Morrow & Co., 1996.

**Additional resources:**

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- “Learning for Justice” lessons and resources - <https://www.learningforjustice.org/classroom-resources>

**21ST CENTURY SKILLS AND CAREER READY PRACTICES:**

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices  
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy  
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation  
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**P21 FRAMEWORK (Partnership for 21st Century Learning):**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

**SEL Learning Activities:**

<https://sel.ed.sc.gov/teachers/teacher-documents/sel-lessons-grades-5-and-6/grades-5-and-6-the-first-20-days-of-sel-lessons/>

[https://app.seesaw.me/activities?grade\\_level=5&subject=SocialEmotionalLearning](https://app.seesaw.me/activities?grade_level=5&subject=SocialEmotionalLearning)

**INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**  
New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.  
<https://www.state.nj.us/education/aps/cccs/tech/>
- **Framework for 21st Century Learning**  
<https://www.battelleforkids.org/networks/p21/frameworks-resources>

#### GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**  
<https://www.learningforjustice.org/frameworks>  
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

## RESOURCES

**CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)**

- Columbia Teachers College Pacing Guide
- Additional appropriate mentor text titles for 5th Grade:
  - Miss Malarkey Leaves No Reader Behind* by Judy Finchler and Kevin O'Malley
  - My Librarian is a Camel* by Margaret Ruurs
  - That Book Woman* by Heather Henson
  - The Sandwich Swap* by Kelly DiPucchio
  - The Legend of Rock, Paper, Scissors* by Drew Daywalt
  - Rise Up-Ordinary Kids with Extraordinary Stories* by Amanda Li
  - How I Spent My Summer Vacation* by Mark Teague
  - The Cool Bean* by Jory John and Pete Oswald
  - \*Excerpts from *Charlotte's Web* by E.B. White
  - Creatures of Earth, Sea and Sky* by Georgia Heard
  - Grandfather Twilight* by Barbara Berger
  - The Wise Woman and her Secret* by Eve Merriam
  - The Royal Bee* by Frances Park and Ginger Park
  - Fly Away Home* by Eve Bunting
  - Charlie Anderson* by Barbara Abercrombie
- [www.heinemann.com](http://www.heinemann.com) - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

#### **HUMAN AND PROFESSIONAL RESOURCES**

- *The Reading Strategies Book*, by Jennifer Serravallo
- *The Ultimate Read-Aloud Resource*, by Lester Laminack
- *Reading with Meaning*, by Debbie Miller
- *Strategies That Work*, by Stephanie Harvey and Anne Goudvis

#### **TEACHER NOTES**



**UNIT TITLE**

**Interpretation Book Clubs**

**CONTENT AREA:**

Reading

**GRADE LEVEL:**

5

**UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT**

**Unit 1B: Interpretation Book Clubs - September-October**

**UNIT FOCUS - SUMMARY OF UNIT**

In this unit, teachers will help students understand the importance of being in charge of their own learning experiences by helping students establish a successful reading life. Students will challenge themselves to set new reading goals, and read texts in a serious, thoughtful manner by bringing in life experiences to help to read more deeply. Students will begin writing about reading with voice and investment and raising the level of writing and talking about literature. Students will learn how to read with an interpretive lens and read analytically while developing different themes. They will also engage in compare and contrast work that will develop similar themes.

**KEY UNDERSTANDINGS**

**NEW JERSEY STUDENT LEARNING STANDARDS:**

**Reading Standards:**

**Key Ideas and Details**

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

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

RL.5.3 Determine the key details in a story, drama or poem to identify the theme and to summarize the text

## **Craft and Structure**

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

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

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

## **Range of reading and Complexity of Text**

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.

## **Progress indicators for Reading Informational Text**

### **Key Ideas and Details**

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

## **Range of Reading and Level of Text Complexity**

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

## **Progress Indicators for Reading Foundation Skills**

### **Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Writing Standards: Progress Indicators for Writing**

### **Text Types and Purposes**

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- D. Provide a conclusion related to the opinion presented.

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

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

### **Research to Build and Present Knowledge**

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- B. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening Standards:**

#### **Comprehension and Collaboration**

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

## **Presentation of Knowledge and Ideas**

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6 . Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### **Language Standards:**

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

### **Conventions of Standard English**

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

### **Vocabulary Acquisition and Use**

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

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

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

**PREREQUISITE KNOWLEDGE AND SKILLS: Students should be able to:**

- Engage in a book club, actively listen and participate.
- Choose books based on their appropriate level and interest.
- Read grade level text with accurate comprehension, pacing, and expression.
- Use specific examples or details from the text to understand ideas.
- Make connections between people, events, or important ideas in a text.
- Identify the main theme or topic from a text.
- Find evidence across a text to support a theme.
- Understand the author's craft and story structure.
- Analyze a character's perspective to understand important parts of a story.
- Compare and contrast story elements and themes.

**ENDURING UNDERSTANDINGS:**

- Reader's workshop helps you take charge of your reading life by setting specific goals.
- Through a variety of reading experiences readers recognize some qualities of strong writing about reading.

**ESSENTIAL QUESTIONS:**

- How do readers establish a reading life?
- How do readers write about reading with voice and investment?
- How do readers raise their level of writing when "talking about" books?

- Readers see that texts have different messages and themes.
- Readers can better understand a text by engaging in rich discussions with peers.
- Readers understand that we read for a variety of purposes.

- How do readers turn thematic text sets inside out?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to:**

- Set specific reading goals to become a stronger and more strategic reader
- Identify qualities of strong writing about reading.
- Reread passages to provide new insight.
- Write well about reading through revision.
- See more significance in a text by trusting their own observations.
- Think thematically by identifying characters' problems through lessons learned.
- To view the text through the eyes of others to help them see more.
- Stay with an idea to interpret the meaning of a book.
- Take a position and support it with evidence to persuade another reader through debate.
- Reflect on an individual's role as a book club member.
- Understand universal themes by comparing and contrasting themes across texts.
- Understand that texts can convey slightly different messages.
- Understand characters' connections to a theme.
- Consider the choices the author could have made to better understand the ones they did make.
- Analyze a text in order to study the author's goals in various parts of the text.

**STUDENTS WILL BE ABLE TO:**

- Determine a theme or topic of a story, drama, or poem from details in the text.
- Infer a theme based on key details in the text.
- Analyze the relationship between characters.
- Summarize the key details in a text.
- Understand the meaning of words and phrases.
- Provide evidence from the text through direct quotes, meaningful connections and drawing inferences.
- Describe events in a story through the author's point of view.
- Compare and contrast 2 or more characters, settings, or events by providing specific details.
- Compare and contrast similar themes or topics in stories of the same genre.
- Prepare for a group discussion by reading or studying assigned material.
- Explore ideas in a group discussion by drawing explicitly on text evidence and details.
- Follow agreed upon rules for group discussions and carry out assigned roles in a group discussion.
- Know and apply grade level phonics and word analysis skills.
- Read with sufficient accuracy and fluency to support comprehension.

## ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING

### FORMATIVE ASSESSMENTS

- Reading conference and small group check-ins
- Anecdotal notes
- Listening comprehension assessments
- Fountas and Pinnell Assessment
- Oral and written presentations
- Teacher created performance assessment
- Teacher created written assessment
- Reader's notebook/writing about reading
- Reading Learning Progression Checklist

### SUMMATIVE ASSESSMENTS

- End of unit projects / TC Assessments
- Written responses
- Open-ended questions
- Gr. 5 Required Assessment Schedule

### ALTERNATE ASSESSMENTS

- TC Running Records - All levels
- Reading conferences
- Oral and written responses
- Recording of a student's oral reading
- A-Z reading Fluency passages
- LLI Assessments

## LEARNING PLAN/INSTRUCTIONAL STRATEGIES

### LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson.

#### Bend 1: Writing About Reading with Voice and Investment

Session 1	<b>Taking Charge of your Reading Life:</b> In this session, you'll teach students that they can have a growth spurt as readers if they work with resolve toward ambitious, specific goals to become stronger readers.
Session 2	<b>Writing Well about Reading:</b> In this session, you'll guide students through an inquiry to explore and establish what it means to write well about reading.

Session 3	<b>Writing about Reading means Reading with a Writerly Wide-Awakeness:</b> In this session, you'll teach children that readers who write about their reading are extra alert, seeing more in their books.
Session 4	<b>Grounding your Thinking in the Text and Carrying it with you as you Read On:</b> In this session, you'll teach students that once readers find an idea worth developing, they revisit the text with that idea as a lens, rereading particular passages that inform the idea, mining them for new insights.
Session 5	<b>Whose Story Is This Anyway? Considering Perspective and its Effects:</b> In this session, students are taught to consider the way in which the perspective a story is being told from and the effect the narrator's voice has on the way the story is being told.
Session 6	<b>Learning to Think Analytically:</b> In this session, you'll teach children to think analytically, and how a person often thinks about the way a subject or text is structured and divides sections into parts, then selects, ranks, and compares. This kind of analytical thinking often yields new insights.
Session 7	<b>Having second thoughts: Revising Writing About Reading:</b> In this session, you'll remind children that when people aim to improve their work, they rely on examples of what constitutes powerful writing about reading.

**Bend 2: (Raising the Level of Writing and Talking about Literature)**

Session 8	<b>Launching Interpretation Book Clubs:</b> In this session, you'll remind students that as readers sharpen their reading and thinking skills, they are able to see more significance in a text and to trust that they notice things for a reason.
Session 9	<b>Characters and Readers Find Meaning in the Midst of Struggle:</b> In this session, you'll teach students that to think thematically, readers sometimes name the problem that a character faces, and then think about the lessons the character may learn or what the author may want readers to know.
Session 10	<b>Seeing a Text through the Eyes of Other Readers:</b> In this session, you'll teach students that when people read with others, they end up seeing more than they have seen on their own.
Session 11	<b>Linking Ideas to Build Larger Theories and Interpretations:</b> In this session, you'll teach students that readers link ideas together to build larger theories or interpretations, aiming to uncover a larger truth or lesson.
Session 12	<b>Reading On, with Interpretation in Mind:</b> In this session, you'll remind students that readers wear their interpretations like a pair of glasses, reading on in the text with their

	ideas in mind, gathering evidence and deepening their theories.
Session 13	<b>Debating to Prompt Rich Book Conversations: Readers Have Different Viewpoints, Defending with Claims, Reasons, and Evidence:</b> In this session, you'll teach students that readers can debate differing viewpoints on a proactive question about a book they both read. In a debate, each reader supports his or her side with evidence to persuade the other person.
Session 14	<b>Reflecting on Ourselves as Book Clubs:</b> In this session, you'll guide students through an inquiry to explore how an effective book club elevates the level of its reading, thinking, and conversations about books.

### **Bend 3: (Thematic Text Sets: Turning Texts Inside Out)**

Session 15	<b>Two Texts, One Theme: A Comparison Study:</b> In this session, you'll teach students that sophisticated readers consider universal themes as they read, comparing and contrasting those themes across different texts.
Session 16	<b>Rethinking Themes to Allow for More Complexity:</b> In this session, you could teach students that when readers notice that texts support the same theme, they often look again and may find the texts actually convey slightly different messages.
Session 17	<b>Comparing Characters' Connections to a Theme:</b> In this session, you'll teach students that one way readers think about a theme in more complex ways is to consider how different characters connect to and represent that theme, and also how some characters may work against a theme.
Session 18	<b>Studying the Choices an Author did not make to Better Understand the Ones They Did:</b> In this session, you'll teach that readers think about the choices that authors make (and the ones they don't) as a way to come to new insights about texts.
Session 19	<b>Delving Deeper into Literary Analysis: Reading as Writers:</b> In this session, you'll teach students that one way readers analyze a literary text is to study the author's goals and how he or she achieves them in specific parts of the text.
Session 20	<b>Celebrating with a Literary Salon:</b> In this session, you could invite your students to participate in a literary salon as a fun way to show off their new, sophisticated thoughts about literature.

#### **OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):**

##### **Modifications and Accommodations**

#### **INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**

- Writing, Social Studies, Science, and Technology standards

## STATE REQUIREMENTS

### AMISTAD AND HOLOCAUST INTEGRATION:

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

### Additional resources:

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

### 21ST CENTURY SKILLS AND CAREER READY PRACTICES:

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices  
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- 9.1 Personal Financial Literacy  
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- 9.2 Career Awareness, Exploration, and Preparation  
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**P21 FRAMEWORK (Partnership for 21st Century Learning):**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

**SEL Learning Activities:**

<https://sel.ed.sc.gov/teachers/teacher-documents/sel-lessons-grades-5-and-6/grades-5-and-6-the-first-20-days-of-sel-lessons/>

[https://app.seesaw.me/activities?grade\\_level=5&subject=SocialEmotionalLearning](https://app.seesaw.me/activities?grade_level=5&subject=SocialEmotionalLearning)

**INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

#### **GLOBAL THINKING:**

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLS and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**  
<https://www.learningforjustice.org/frameworks>  
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

### **RESOURCES**

#### **CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)**

- Columbia Teachers College Pacing Guide
- Grade 5: Unit 1 Interpretation Book Clubs:  
Analyzing Themes
- Read Aloud Texts including:  
*Home of the Brave*, by Katherine Applegate

*Fly Away Home* by Eve Bunting

*Dreams* by Langston Hughes

*The Collected Poems* by Langston Hughes

- Additional appropriate titles for 5th Grade Book Clubs:

*Children of the Red King* series by Jenny Nimmo

*Secrets of Droon* series by Tony Abbott

The Fear Street Series by R.L. Stine

- [www.heinemann.com](http://www.heinemann.com) - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

#### **HUMAN AND PROFESSIONAL RESOURCES**

- *The Reading Strategies Book* by Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by Lester Laminack

#### **TEACHER NOTES**



UNIT TITLE			
TTTTtTackling Complexity: Moving Up Levels of Nonfiction			
<b>CONTENT AREA:</b>	Reading	<b>GRADE LEVEL:</b>	5
UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT			
Unit 2: Tackling Complexity- November-December			
UNIT FOCUS - SUMMARY OF UNIT			
<p>In this unit, students will address the challenges of reading complex, nonfiction texts. Students will learn how to build good reading habits for reading nonfiction texts in and outside of school. Main goals of this unit include: focusing on headings and subheadings, main ideas, tackling new words and definitions, as well as understanding technical vocabulary. By studying individual topics, students will hone their skills in monitoring for sense, word solving, predicting, and summarizing strategies. By the end of this unit, students will have used their literal comprehension skills to find the answers to unknown questions about a specific topic.</p>			
KEY UNDERSTANDINGS			
<b>NEW JERSEY STUDENT LEARNING STANDARDS:</b>			
<b>Reading Standards:</b>			
<b>Progress indicators for Reading Informational Text</b>			
<b>Key Ideas and Details</b>			
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.			
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.			
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.			

### **Craft and Structure**

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. Compare and contrast the 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.

### **Integration of Knowledge and Ideas**

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. New Jersey Student Learning Standards for English Language Arts Page 4 of 13

### **Range of Reading and Level of Text Complexity**

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

### **Phonics and Word Recognition**

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

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Fluency**

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

## **Writing Standards: Progress Indicators for Writing**

### **Text Types and Purposes**

- W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
  - B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - E. Provide a conclusion related to the information of explanation presented.

### **Production and Distribution of Writing**

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 here.)

W.5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### **Research to Build and Present Knowledge**

W.5.7 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.

W.5.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- A. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

- B. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Speaking and Listening Standards:**

#### **Comprehension and Collaboration**

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

#### **Presentation of Knowledge and Ideas**

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.5.6 . Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### **Language Standards:**

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

### **Conventions of Standard English**

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

### **Vocabulary Acquisition and Use**

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

A. Interpret figurative language, including similes and metaphors, in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

**PREREQUISITE KNOWLEDGE AND SKILLS: Students should be able to:**

- Choose books based on their appropriate level and interest.
- Read grade level text with accurate comprehension, pacing, and expression.
- Use specific examples from the text to understand ideas.
- Use context to understand the meaning of a word.
- Utilize nonfiction text features.
- Identify the main idea/topic and supporting details.
- Summarize main points of a text.
- Preview nonfiction text features prior to reading to understand information.
- Compare and contrast topics across texts.

**ENDURING UNDERSTANDINGS:**

- Reading nonfiction helps us to learn more about people, places and things.
- We read nonfiction differently than we read fiction, applying different strategies across the text.
- Good readers read “across” a variety of texts to learn more about a subject.

**ESSENTIAL QUESTIONS:**

- How do readers orient themselves to more complex texts?
- How do readers summarize as texts get harder?
- How do readers take big ideas and break them down into a more specific focus?
- How do readers compare/contrast what authors say?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to:**

- Approach nonfiction texts with their knowledge of genre in mind.
- Orient themselves to complex nonfiction texts and then hold initial ideas as they read forward.
- Use inquiry to find the main idea in complex texts.
- Learn and utilize strategies to understand texts that state main ideas implicitly.
- Rely on strategies to make sense of complex vocabulary.
- Use morphology to tackle challenging vocabulary.
- Study text structures from the smallest level to the entire text.
- Monitor their own comprehension by using a variety of strategies to help them move on when they are struggling with a complex text.
- Use previous learning to summarize complex texts.
- Learn from a variety of sources to make meaning when reading nonfiction texts.
- Use research to learn about a topic.
- Realize that readers need to approach texts differently.
- Use writing to better explain information.
- Understand that researchers ask questions at different levels.
- Understand why writers move from specific details to big ideas.
- Realize that an author writes from a perspective that can sway readers.
- Study topics to change the way they think about that topic.

#### **STUDENTS WILL BE ABLE TO:**

- Quote accurately from a text to make connections and draw inferences.
- Understand two or more main ideas of a text with supportive key details by summarizing the text.
- Know the relationship between two or more individuals, events, ideas, or concepts by using specific information from the text.
- Understand academic and domain specific vocabulary related to grade 5 subject area.
- Compare/contrast the structure or information in two or more texts.
- Compare/contrast similarities and differences from different points of view.
- Use information from print and digital sources to identify answers or solve problems.
- Understand how reasons and evidence are used by the authors to support important points in the text.
- Reflect on various texts on the same topic to communicate effectively by writing or speaking about the topic.
- Understand grade level or higher level texts and scaffold when necessary.
- Know and apply grade level phonics and word analysis skills.
- Read with sufficient accuracy and fluency to support comprehension.

#### **ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**

#### **FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Listening comprehension assessments

- Fountas and Pinnell Assessment
- Oral and written presentations
- Teacher created performance assessment
- Teacher created written assessment
- Reader's notebook/writing about reading
- Reading Learning Progressions Checklist

**SUMMATIVE ASSESSMENTS**

- End of unit projects
- Written responses
- Open-ended questions
- LinkIt Reading Assessment
- Gr. 5 Required Assessment Schedule

**ALTERNATE ASSESSMENTS**

- TC Running Records - All levels
- Reading conferences
- iReady
- Oral and written responses
- Recording of a student's oral reading
- A-Z reading Fluency passages
- LLI Assessments

**LEARNING PLAN/INSTRUCTIONAL STRATEGIES**

**LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):**

Note: Each session equals one lesson.

**Bend 1: Working with Text Complexity**

Session 1	<b>The More You Know, the More You See:</b> In this session, you'll teach students that readers approach nonfiction texts with their knowledge of genre in mind, knowing the things that are apt to be important.
Session 2	<b>Orienting to More Complex Texts:</b> In this session, you'll teach students that readers orient themselves to complex nonfiction texts and then hold their initial ideas loosely as they read forward, remaining open to revision as they encounter new information.
Session 3	<b>Uncovering What Makes a Main Idea Complex:</b> In this session, you'll engage students in an inquiry to determine how complex nonfiction gets challenging when it comes to

	determining the main idea.
Session 4	<b>Strategies for Determining Implicit Main Ideas:</b> In this session, you'll teach students specific strategies that readers use when they encounter texts that teach main ideas implicitly.
Session 5	<b>Using Context to Determine the Meaning of Vocabulary in Complex Texts:</b> In this session, you'll teach students that readers rely on a host of strategies to help them make sense of the increasingly complex vocabulary used by authors of nonfiction texts.
Session 6	<b>Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary:</b> In this session, you'll teach students that readers use morphology to tackle unknown vocabulary.
Session 7	<b>Complex Thinking about Structure: From Sentence Level to Text Level:</b> In this session, you'll teach readers that they can study and consider the structure of texts at many levels. They can think about how texts are built at the smallest level-the sentence level-to how part of a text is built to how the entire text is built.
Session 8	<b>Rising to the Challenge of Nonfiction:</b> In this session, you'll teach students that readers monitor their own comprehension, and when they notice their comprehension breaking down, they rely on a toolkit of strategies to help get themselves unstuck.
Session 9	<b>Summarizing as Texts Get Harder:</b> In this session, you'll teach students that readers can summarize complex texts, drawing on previous learning about main idea to lift the level of their summaries.
<b>Bend 2: Applying the Knowledge about Nonfiction Reading to Inquiry Projects</b>	
Session 10	<b>Learning from Sources:</b> In this session, you'll teach students that researchers can learn from a variety of sources-videos, observations, interviews, and even field trips-using the same reading skills to make meaning from them that they do when they read their print nonfiction texts.
Session 11	<b>Learning from Primary Research:</b> In this session, you could teach students that researchers conduct primary research to learn as much as they can about their topic, discover patterns, and determine main ideas.
Session 12	<b>Coming to Texts as Experts:</b> In this session, you'll teach students that readers approach texts differently after having done some primary research on a topic. They know what's important to know about their topic, which leads them to see patterns not noticed by novice readers.
Session 13	<b>Writing about Reading in Nonfiction:</b> In this session, you'll teach students that informational readers write to understand what they are learning as they read.

	Specifically, they can angle their writing so that it better explains the information.
Session 14	<b>Lifting the Level of Questions (Using DOK) to Drive Research Forward:</b> In this session, you'll teach students that researchers ask questions at different levels—from basic comprehension questions to those requiring in-depth exploration. They question the text they're reading, the topic they're studying and their own agenda.
Session 15	<b>Synthesizing across Subtopics:</b> In this session, you'll teach students that they synthesize information across subtopics, both within a single text and across texts. They explain how parts of the text work together and determine why one part of the text is important to the rest of the text or the rest of the topic.
Session 16	<b>Writing about Reading: From Big Ideas to Specifics:</b> In this session, you'll teach students that the best writing about reading moves back and forth from specific details to big ideas. You'll help readers see that they need both ideas and details to develop strong thinking and identify what they really want to say about their topic.
Session 17	<b>Comparing and Contrasting What Authors Say (and How They Say It)</b> In this session, you'll teach students that as researchers read across subtopics, they pay particular attention to how authors portray topics in similar and different ways. They compare and contrast the central ideas authors teach, and they examine how to teach those central ideas.
Session 18	<b>Critically Reading Our Texts, Our Topics, and Our Lives:</b> In this session, you'll teach students that readers pay attention to an author's perspective and how the author might be swaying readers to think, even when the author's perspective is not explicit. The readers also consider the trustworthiness of sources and develop their own perspectives.
Session 19	<b>Living Differently Because of Research:</b> In this session, you'll teach students that when readers study topics deeply, they allow the research they've done to change the way they think and feel about their research topic. They live differently because of this research, planning for and taking action.

**OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):**

**Modifications and Accommodations**

**INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**

- Writing, Social Studies, Science, and Technology standards

**STATE REQUIREMENTS**

**AMISTAD AND HOLOCAUST INTEGRATION:**

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

**Additional resources:**

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

**21ST CENTURY SKILLS AND CAREER READY PRACTICES:**

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- The 12 Career Ready Practices  
These practices outline the skills that all individuals need to have to truly be adaptable, reflective,

and proactive in life and careers. These are researched practices that are essential to career readiness.

- **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

- **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**P21 FRAMEWORK (Partnership for 21st Century Learning):**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

**SEL Learning Activities:**

<https://sel.ed.sc.gov/teachers/teacher-documents/sel-lessons-grades-5-and-6/grades-5-and-6-the-first-20-days-of-sel-lessons/>

[https://app.seesaw.me/activities?grade\\_level=5&subject=SocialEmotionalLearning](https://app.seesaw.me/activities?grade_level=5&subject=SocialEmotionalLearning)

**INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

## GLOBAL THINKING:

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSL and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.

**Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.

- **"Learning for Justice" Frameworks:**

<https://www.learningforjustice.org/frameworks>

Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

## RESOURCES

### CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)

- Columbia Teachers College Pacing Guide
- Grade 5: Unit 2 Tackling Complexity
- Read Aloud Texts including:
  - When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca L. Johnson
  - Alien Deep: revealing the mysterious living world at the bottom of the ocean* by Bradley Hague
- Additional appropriate titles for this unit:
  - Grand Canyon* by Jason Chin
  - Zombie Makers* by Rebecca L. Johnson
  - Mosquito Bite* by Alexandra Siy
  - Neighborhood Sharks and How to Be an Elephant* by Katherine Roy
  - Impossible Inventions: Ideas that Shouldn't Work* by Malgorzata Mycielska

*If Sharks Disappeared* by Lily Williams  
www.heinemann.com - "My Online Resources"

- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

#### HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

#### TEACHER NOTES



#### UNIT TITLE

Argument and Advocacy: Researching Debatable Issues

CONTENT AREA:

Reading

GRADE LEVEL:

5

## UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT

### Unit 3: Argument and Advocacy- January-February

#### UNIT FOCUS - SUMMARY OF UNIT

In this unit, students will continue to read complex, nonfiction texts while conducting research on a topic of personal passion. Reading arguments and informational texts in a more critical and analytic way will help readers make informed viewpoints and decisions about a particular topic that is meaningful to them.

This unit should be tied to the “argument writing unit,” since it will allow students time to research and present their findings in a well thought out argument.

#### KEY UNDERSTANDINGS

##### NEW JERSEY STUDENT LEARNING STANDARDS:

##### Reading Standards:

##### Progress indicators for Reading Informational Text

##### Key Ideas and Details

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

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

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. Compare and contrast the 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. Integration of Knowledge and Ideas

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).

##### Craft and Structure

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

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

### **Writing Standards: Progress Indicators for Writing**

#### **Text Types and Purposes**

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.

- Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a conclusion related to the opinion presented.

#### **Production and Distribution of Writing**

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### **Research to Build and Present Knowledge**

W.5.7 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.

W.5.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

#### **Speaking and Listening Standards:**

#### **Comprehension and Collaboration**

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

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

### **Presentation of Knowledge and Ideas**

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6 . Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### **Language Standards:**

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

### **Conventions of Standard English**

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

### **Vocabulary Acquisition and Use**

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

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

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

**PREREQUISITE KNOWLEDGE AND SKILLS: Students should be able to:**

- Choose books based on their appropriate level and interest.
- Read grade level text with accurate comprehension, pacing, and expression.
- Use specific examples from the text to understand ideas about a text.
- Analyze different perspectives from the author of a text.
- Analyze parts of a text to understand how an author uses reasons and details to support claims/points.

**ENDURING UNDERSTANDINGS:**

- Reading nonfiction helps us to learn more about people, places and things.
- We read nonfiction differently than we read fiction, applying different strategies across the text or text sets.
- Good readers read “across” a variety of texts to learn more about a subject.
- When we ask deep questions, it helps us to raise our level of thinking and research, and it allows us to write analytically as we synthesize information using a variety of sources.

**ESSENTIAL QUESTIONS:**

- How will you summarize, organize, and argue what is most essential as you investigate an issue?
- How will you tackle more complex texts as you evaluate arguments?
- How will you understand perspective, author’s craft and content when reading nonfiction as you become more independent as a researcher?
- How will you develop new ideas to form thoughtful judgements on debatable issues?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to:**

- Recognize that a good argument is supported by evidence.
- Learn to grasp both sides of an argument.
- Develop background information to understand an issue.
- Realize that conversation is a journey of thought.
- Shift from taking in to reflecting on information.
- Summarize arguments by using their own words without distorting the meaning.
- Prepare for a debate to find new insights into issues as researchers push themselves to develop new ideas.
- Recognize that students manage difficult texts by using their portfolio of strategies.
- Understand the author’s perspective by studying connections.
- Carefully evaluate evidence and arguments to support their claim.
- Understand how debates are used as a means to celebrate learning.
- Approach a research project by making a plan.
- Analyze text by comparing and contrasting choices of authors.
- Understand how researchers become powerful advocates for world change.
- Realize that judgments are not just for school, but for life.

**STUDENTS WILL BE ABLE TO:**

- Understand two or more main ideas of a text with supportive key details by summarizing the text.
- Know the relationship between two or more individuals, events, ideas, or concepts by using specific information from the text.
- Understand academic and domain specific vocabulary related to grade 5 subject area.
- Compare/contrast the structure or information in two or more texts.
- Compare/contrast similarities and differences from different points of view.
- Use information from print and digital sources to identify answers or solve problems.
- Understand how reasons and evidence are used by the authors to support important points in the text.
- Reflect on various texts on the same topic to communicate effectively by writing or speaking about the topic.
- Understand grade level or higher level texts and scaffold when necessary.
- Determine the meaning of words and phrases.
- Describe how a narrator or speaker's point of view influences how events are described.
- Prepare and report on a topic for a group discussion by reading or studying assigned material.
- Explore ideas in a group discussion by drawing explicitly on text evidence and details.
- Follow agreed upon rules for group discussions and carry out assigned roles in a group discussion.

**ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING****FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Listening comprehension assessments
- Fountas and Pinnell Assessment
- Oral and written presentations
- Teacher created performance assessment
- Teacher created written assessment
- Reader's notebook/writing about reading
- Reading Learning Progressions Checklist

**SUMMATIVE ASSESSMENTS**

- End of unit projects
- Written responses
- Open-ended questions
- LinkIt Reading Assessment
- Gr. 5 required Assessment Schedule

**ALTERNATE ASSESSMENTS**

- TC Running Records - All levels

- Reading conferences
- iReady
- Oral and written responses
- Recording of a student's oral reading
- A-Z reading Fluency passages
- LLI Assessments

### LEARNING PLAN/INSTRUCTIONAL STRATEGIES

#### **LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):**

Note: Each session equals one lesson.

### Bend 1: Investigating Issues

Session 1	<b>Argument Intensive:</b> In this session, you'll teach children that readers recognize that a good argument is supported by reasons backed up by evidence, so when readers analyze an argument, they ask themselves questions about the claim being made, the reasons supporting the claim, and the evidence backing up those reasons.
Session 2	<b>Organizing an Ethical Research Life to Investigate an Issue:</b> In this session, you'll teach children that when readers research an argument, they learn to grasp both sides of that argument by focusing initially on texts that lay out the argument clearly, and then reading for both sides.
Session 3	<b>Letting Nonfiction Reading on an Issue Spur Flash-Debates:</b> In this session, you'll teach children that nonfiction readers can let their research spur quick flash-debates, which can help them clarify their thinking and know what further research they need to do.
Session 4	<b>Mining Texts for Relevant Information:</b> In this session, you'll teach children that researchers read deeply about an issue, developing background information that allows them to become authorities on that issue. Whenever they read, they ask, "How might this information apply to the argument?"
Session 5	<b>Strengthening Club Work:</b> In this session, you'll teach children that a conversation should be a journey of thought, and club members can make specific moves to strengthen their conversations.
Session 6	<b>Readers Think and Wonder as They Read:</b> In this session, you'll teach children that readers shift from taking in information to reflecting on that information to grow new ideas.
Session 7	<b>Summarizing to Hold On to What Is Most Essential:</b> In this session, you'll teach children that readers summarize arguments by using their own words to express the most essential parts of the writer's argument, while being careful to not distort or change what the writer meant.
Session 8	<b>"Arguing to Learn":</b> In this session, you could teach children that readers can prepare for and have a debate on an issue they are researching, and this can help them find new ways of thinking about their ideas and give them new insights into their issue.

### Bend 2: Raising the Level of Research

Session 9	<b>Moving beyond Considering One Debatable Question:</b> In this session, you'll teach children that researchers push themselves to ask new questions and develop new ideas
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	about their issue, then narrow their focus before conducting further research.
Session 10	<b>Raising the Level of Annotation Texts:</b> In this session, you'll teach children that readers annotate a text in a purposeful and deliberate way as they read-to help them remember the author's big ideas, as well as their own thoughts and ideas- and that readers can use their annotations to facilitate evidence-based conversation about the text.
Session 11	<b>Reaching to Tackle More Difficult Texts:</b> In this session, you'll teach children that readers recognize difficult texts and draw on their portfolio of strategies to help them manage the difficulty, approaching this work with a strong sense of agency.
Session 12	<b>Who Said What?: Studying Perspective:</b> In this session, you'll teach children that readers figure out an author's perspective to understand how his or her ideas fit into the issue. They do this by seeing how that perspective fits into a progression of perspectives and by studying connections and contradictions across sources.
Session 13	<b>Considering Craft:</b> In this session, you'll teach children that readers think about texts in more than one way, considering not only the content, but also the choices authors make that shape that content.
Session 14	<b>Evaluating Arguments:</b> In this session, you'll teach children that readers approach an author's arguments skeptically, carefully evaluating evidence to determine whether it supports or weakens a claim.
Session 15	<b>Day of Shared Learning:</b> In this session, you could teach children that researchers can hold debates as a means of celebrating the work they have done, as well as an inspiration for further learning.
<b>Bend 3: Researching a New Issue with More Agency</b>	
Session 16	<b>Diving Into New Research with More Agency and Independence</b> In this session, you'll teach children that when researchers embark on a new research project, they start by making a plan for that study, drawing on all that they have learned from previous research studies
Session 17	<b>Letting Conversations Spark New Ideas</b> In this session, you could teach children that readers let their future reading be shaped not only by past reading and thinking, but also by conversations with other readers.

Session 18	<p><b>Talking and Writing Analytically across Sources</b></p> <p>In this session, you'll teach children that one way readers can analyze texts is by reading across more than one text, paying careful attention to craft, and comparing and contrasting the choices made by the authors of each text.</p>
Session 19	<p><b>Reading Nonfiction with the Lens of Power</b></p> <p>In this session, you'll teach children that experienced nonfiction readers bring all their critical lenses to reading nonfiction, noting when the text stirs them to a strong emotional response, and analyzing how the text positions the reader.</p>
Session 20	<p><b>Advocacy</b></p> <p>In this session, you could teach children that researchers can take a stand for their beliefs and become powerful advocates for change in the world.</p>

**OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):**  
**Modifications and Accommodations**

**INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**

- Writing, Social Studies, Science, and Technology standards

**STATE REQUIREMENTS**

**AMISTAD AND HOLOCAUST INTEGRATION:**

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

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**Additional resources:**

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21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

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These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
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**P21 FRAMEWORK (Partnership for 21st Century Learning):**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

**SEL Learning Activities:**

<https://sel.ed.sc.gov/teachers/teacher-documents/sel-lessons-grades-5-and-6/grades-5-and-6-the-first-20-days-of-sel-lessons/>

[https://app.seesaw.me/activities?grade\\_level=5&subject=SocialEmotionalLearning](https://app.seesaw.me/activities?grade_level=5&subject=SocialEmotionalLearning)

**INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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## GLOBAL THINKING:

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Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

## RESOURCES

**CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)**

- Columbia Teachers College Pacing Guide
- Grade 5: Unit 3 Argument and Advocacy

Here are a few favorite titles of book-length nonfiction that match the topics of this unit:

*Extreme Sports* by Sean Finnigan

*Extreme Sports* by Richard Platt

*Extreme Sports* by Bobbie Kalman

*I Want to Be a Zookeeper* by Dan Liebman

*Saving Animal Babies* by Amy Shields

*Who Scoops Elephant Poo? Working at a Zoo* by Margie Markarian

*Should There be Zoos?: A Persuasive Text* by Tony Stead

*My Visit to the Zoo* by Alike

*Zoo* by Gail Gibbons

*Out of the Lab Extreme Jobs in Science: Zoologists and Ecologists* by Ruth Owen

*Fur, Fins, and Feathers: Abraham Dee Bartlett and the Invention of the Modern Zoo* by Cassandre Maxwell

*What's New? The Zoo! A Zippy History of Zoos* by Kathleen Krull

*The Adventures of a Plastic Bottle: A Story About Recycling* by Alison Inches

*Shark Attack!* by Cathy East Dubowski

*Space Exploration* by Christine Dugan

- [www.heinemann.com](http://www.heinemann.com) - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

**HUMAN AND PROFESSIONAL RESOURCES**

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

**TEACHER NOTES**



**UNIT TITLE**

**Fantasy Book Clubs**

**CONTENT AREA:**

Reading

**GRADE LEVEL:**

5

**UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT**

**Unit 4: Fantasy Book Clubs- March -April**

**UNIT FOCUS - SUMMARY OF UNIT**

In this unit, students will read fantasy novels that will teach readers to deal with the complex aspects of reading books in the fantasy genre. Complexity is intertwined through multi-faceted characters, multiple plotlines, shifting timelines, tricky narrative structures, and complicated symbolism. This unit strives to create lifelong readers and provides the tools necessary for embracing complexity while working independently.

**KEY UNDERSTANDINGS**

**NEW JERSEY STUDENT LEARNING STANDARDS:**

**Reading Standards:**

**Progress Indicators for Reading Literature**

**Key Ideas and Details**

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

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

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

**Craft and Structure**

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

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

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

### **Integration of Knowledge and Ideas**

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### **Range of Reading and Complexity of Text**

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.

### **Progress indicators for Reading Informational Text**

#### **Range of Reading and Level of Text Complexity**

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

### **Progress Indicators for Reading Foundation Skills**

#### **Fluency**

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Text Types and Purposes**

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## **Grade 5**

### **Text Types and Purposes**

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### **Research to Build and Present Knowledge**

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

### **Comprehension and Collaboration**

### **Speaking and Listening Standards:**

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

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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

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

### **Presentation of Knowledge and Ideas**

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### **Language Standards:**

#### **Conventions of Standard English**

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation to separate items in a series.

B. Use a comma to separate an introductory element from the rest of the sentence.

C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as needed.

### **Knowledge of Language**

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

B. Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

### **Vocabulary Acquisition and Use**

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.

- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

A. Interpret figurative language, including similes and metaphors, in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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

**PREREQUISITE KNOWLEDGE AND SKILLS: Students should be able to:**

- Choose books based on their appropriate level and interest.
- Read grade level text with accurate comprehension, pacing, and expression.
- Use text evidence or details from the text to understand ideas.
- Compare and contrast different perspectives from the text.
- Make connections between people, events, or important ideas in a text.
- Understand the author's craft and techniques.
- Identify story elements and character traits.
- Use details and examples from a text to make an inference.
- Analyze how parts of a story contribute in relation to the whole.

**ENDURING UNDERSTANDINGS:**

- Readers construct and navigate other worlds when reading fantasy.
- Good readers notice metaphors, life lessons, quests and thematic patterns.
- Readers determine the difference between facts and fiction.
- Readers connect fantasy elements to other genres.

**ESSENTIAL QUESTIONS:**

- How do we track problems that multiply in a story?
- Can a quest be internal as well as external?
- How can we use vocabulary strategies to figure out unfamiliar words?
- How are cultures portrayed in stories?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to:**

- Research setting by investigating clues about a certain period of time.
- Learn alongside the main character by understanding clues.
- Use charts, timelines, and other resources to tackle complicated texts.
- Utilize reading clubs to explore what your group is doing well.
- Understand the characters face both literal and metaphorical conflicts.
- Discover how themes and lessons apply to their own lives.

- Understand how themes are universal and appear in books and across history.
- Evaluate their work and decide how they can improve it.
- Use strategies to figure out the meaning of unfamiliar words.
- Understand that characters are complex.
- Understand symbols and how they connect to a possible theme.
- Interpret metaphors and allegories that exist in fantasy.
- Pay attention to how cultures are portrayed in stories.
- Make predictions, inferences, and interpretations about stories.
- Identify various archetypes across stories.
- Use a critical lens to analyze the story.
- Reflect on what they have learned to celebrate their skills.

#### **STUDENTS WILL BE ABLE TO:**

- Quote accurately from a text when drawing inferences.
- Determine key details in a story to identify themes and summarize text.
- Compare/contrast two or more story elements using specific details from the text.
- Determine meaning of words and phrases in a text.
- Explain how chapters, scenes, or stanzas provide overall structure.
- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning of a text.
- Compare/contrast and reflect on similar themes and topics.
- By the end of the year, readers comprehend literature at grade level or above.
- Read with sufficient accuracy and fluency to support comprehension.

### **ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**

#### **FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Listening comprehension assessments
- Fountas and Pinnell Assessment
- Oral and written presentations
- Teacher created performance assessment
- Teacher created written assessment
- Reader's notebook/writing about reading
- Reading Learning Progressions Checklist

#### **SUMMATIVE ASSESSMENTS**

- End of unit projects
- Written responses
- Open-ended questions
- Gr. 5 Required Assessment Schedule

## ALTERNATE ASSESSMENTS

- TC Running Records - All levels
- Reading conferences
- Oral and written responses
- Recording of a student's oral reading
- A-Z reading Fluency passages
- LLI Assessments

## LEARNING PLAN/INSTRUCTIONAL STRATEGIES

### LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):

Note: Each session equals one lesson.

#### Bend 1: Constructing and Navigating Other Worlds

Session 1	<b>Researching the Setting:</b> In this session, you'll teach students fantasy readers research the setting of a story by investigating clues about the time period and important magical elements, using covers, blurbs, and details from the beginning of the story.
Session 2	<b>Learning alongside the Main Character:</b> In this session you will teach students that fantasy readers expect to learn alongside the main character, and are alert to clues that characters are in the midst of important learning experiences.
Session 3	<b>Keeping Track of Lessons that Multiply:</b> In this session, you'll teach students that as fantasy readers tackle more complicated books, they use charts, timelines, and other graphic organizers to help track and analyze multiple problems and plotlines.
Session 4	<b>Suspending Judgment: Characters (and Places) Are Not Always What they Seem:</b> In this session, you'll guide students through an inquiry to explore what they can learn about characters if they study them over time, delving deeply into their formation, motivations, and actions.
Session 5	<b>Reflecting on Learning and Raising the Level of Book Clubs:</b> In this session, you could guide reading clubs through an inquiry to explore what reading and thinking work each club is doing particularly well.

#### Bend 2: More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns

Session 6	<b>Here Be Dragons: Thinking Metaphorically</b> In this session, you'll teach students that readers know that in fantasy stories, characters face different kinds of dragons-some are literal, while others are metaphorical dragons symbolizing conflicts faced by those characters. Experienced readers look at how these conflicts develop into themes.
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Session 7	<b>Readers Learn Real-Life Lessons from Fantastical Characters</b> In this session, you'll teach students that insightful readers mine fantasy stories to discover themes and lessons that might apply to their own lives.
Session 8	<b>Quests Can Be Internal as Well as External</b> In this session, you'll teach students that most fantasy stories follow a quest structure, and to achieve deeper understanding of the story, it's valuable to investigate both the external and internal quests of major characters.
Session 9	<b>Comparing Themes in Fantasy and History</b> In this session, you'll teach students that knowledgeable readers assume that some themes are so universal that they appear in more than one book across history as well.
Session 10	<b>Self-Assessing Using Learning Progressions</b> In this session, you could teach students that they can evaluate their own work by comparing it with a mental model of strong work and then figuring out what they could do to improve their work.

### **Bend 3: When Fact and Fantasy Collide**

Session 11	<b>Using Information to Better Understand Fantasy Stories:</b> In this session, you'll teach students that readers of fantasy refer to nonfiction texts and references to more fully understand the world they are reading about.
Session 12	<b>Using Vocabulary Strategies to Figure Out Unfamiliar Words:</b> In this session, you'll teach students that specific vocabulary plays an important role in their reading, especially fantasy novels. Students should use a whole toolkit of strategies to figure out meanings of unfamiliar words.
Session 13	<b>Fantasy Characters Are Complex:</b> In this session, you could teach students that just as in life, characters in fantasy books are not all good or all bad, but in fact are rather complex.
Session 14	<b>Investigating Symbolism:</b> In this session, you'll teach students that fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else, and how this symbol might connect to a possible theme for the story.
Session 15	<b>Interpreting Allegories in Fantasy Stories:</b> In this session, you'll teach students that fantasy readers gain new insights into the real world by understanding and interpreting the metaphors and allegories that exist in fantasy.

### **Bend 4: Literary Traditions: Connecting Fantasy to Other Genres**

Session 16	<b>Paying Attention to How Cultures are Portrayed in Stories:</b> In this session, you'll teach students that fantasy readers pay close attention to how cultures are portrayed in
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	stories-the culture in which the story takes place, as well as other cultures. They also consider how characters, settings, and plotlines may vary across fantasy stories from different cultures.
Session 17	<b>Identifying Archetypes:</b> In this session, you'll teach students that expert fantasy readers use what they know about archetypes to help make predictions, inferences, and interpretations about stories.
Session 18	<b>Reading Across Texts with Critical Lenses:</b> In this session, you'll teach students that they can apply their fantasy reading skills, such as interpretation and cross-text study, to help improve their skills in reading other genres.
Session 19	<b>The Lessons We Learn from Reading Fantasy Can Lift Our Reading of Everything:</b> In this session, you'll teach students that they can apply their fantasy reading skills, such as interpretation and cross-text study, to help improve their skills in reading other genres.
Session 20	<b>Happily Ever After: Celebrating Fantasy and Our Quest to Be Ever Stronger:</b> In this session, you could teach students that strong readers celebrate and reflect on all that they have learned, and then find ways to carry these skills forward on their learning journeys.

**OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):**

**Modifications and Accommodations**

**INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**

- Writing, Social Studies, Science, and Technology standards

**STATE REQUIREMENTS**

**AMISTAD AND HOLOCAUST INTEGRATION:**

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- Social Awareness
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- Relationship Skills

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- Columbia Teachers College Pacing Guide
- Grade 5: Unit 4 Fantasy Book Clubs:  
Analyzing Themes
- Read Aloud Texts including:  
*Mufaro’s Beautiful Daughters* by John Steptoe  
*The Thief of Always* by Clive Barker  
*The Paper Bag Princess* by Robert Munsch

There are a few fantasy series that we’ve found especially capture young readers’ attention:

*The Werewolf Club series* by Daniel Pinkwater (L)

*The Secrets of Doom series* by Tony Abbott (M-O)

*Dragon Slayers’ Academy series* by Kate McMullan (N-P)

*The Spiderwick Chronicles\* series* by Holly Black and Tony DiTerlizzi (Q-R)

*Dragons in a Bag series* by Zetta Elliott (approx. Level Q)

*Deltora Quest series* by Emily Rodda (Level R-T)

*Animorphs series* by K. A. Applegate (Levels T-U)

*The Underland Chronicles series (Gregor the Overlander)* by Suzanne Collins (Levels U-V)

*Percy Jackson and the Olympians\* series* by Rick Riordan (Levels U-W)

- [www.heinemann.com](http://www.heinemann.com) - “My Online Resources”
- <https://readingandwritingproject.org/> - Create or use your login for access to the “Resource Center” which includes assessments, curriculum calendars, test prep units, videos and PD.

### HUMAN AND PROFESSIONAL RESOURCES

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

## TEACHER NOTES



**UNIT TITLE**

**The Holocaust and Historical Fiction**

**CONTENT AREA:**

Reading

**GRADE LEVEL:**

5

**UNIT NUMBER and SUGGESTED PACING GUIDE FOR UNIT**

**The Holocaust and Historical Fiction - To be taught alongside the Social Studies Holocaust Unit**

**UNIT FOCUS - SUMMARY OF UNIT**

In this unit, the students have the opportunity to revisit a similar type of Historical Fiction Book Club Unit (that was taught in fourth grade) to read with a deeper and more critical lense as they tackle complex texts. The students will be studying the Holocaust period during Social Studies so this unit will align with skills, concepts and strategies that are being taught in that unit. This historical fiction unit is complex because the students are studying a time period they never lived or experienced. The goal of this unit is to have students learn about the historical significance of the Holocaust time period and other historical periods to become knowledgeable readers as they approach complicated forms of literature. Students will have the opportunity to read across nonfiction and fiction texts to gather information and track similar themes.

**KEY UNDERSTANDINGS**

**NEW JERSEY STUDENT LEARNING STANDARDS:**

**Reading Standards:**

**Key Ideas and Details**

- RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

## **NEW JERSEY STUDENT LEARNING STANDARDS:**

### **Reading Standards:**

#### **Craft and Structure**

- RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

#### **Key Ideas and Details**

- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 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.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
  - D. Provide a conclusion related to the opinion presented.

**PREREQUISITE KNOWLEDGE AND SKILLS: Students should be able to:**

- Choose books based on their appropriate level and interest.
- Read grade level text with accuracy and understanding
- Understand the meaning of words
- Use specific examples or details from the text to understand ideas
- Make connections between people, events, or important ideas in a text.
- Know how to listen closely to each other and how to carry ideas across time-both in their discussions and across more than one text.
- Students should be able to compare and contrast the overall structure of texts, ideas, events, concepts, or information in two or more texts and analyze multiple accounts of the same event or topic on numerous texts of the same time period.
- Students should be able to determine the theme of a story from details in the text, including how characters in a story respond to challenges.

**ENDURING UNDERSTANDINGS:**

- Reading with volume and engagement helps one to read across fiction and nonfiction with a deeper lens.
- Good readers become knowledgeable about a specific time period and apply strategies to tackle complex texts as they explore that time period.
- Good readers analyze their reading goals, their thinking, how they talk about texts, and how they respond to and write about their reading.

**ESSENTIAL QUESTIONS:**

- How can I use my past knowledge and repertoire of reading strategies to tackle more complex texts?
- How can I trace themes across multiple stories and analyze the author's craft?
- How do readers comprehend and synthesize complex story elements?
- How do readers interpret and analyze complex texts?

**UNIT LEARNING TARGETS (STUDENTS WILL KNOW):**

**Readers will know how to:**

- Summarize or retell key parts of a story
- Track how their ideas change and grow over time and talk with others about how their ideas evolve
- Use their comprehension strategies when synthesizing
- Move beyond literal summarizing to more inferential thinking
- Find symbols in the text based on how their ideas have evolved
- Write about symbolism this is found in their texts
- Pay close attention to and understand the beginning of a story to see the significance of the setting and how it contributes to the tone or mood of the story.
- Understand that as books become more complex, they need to use various nonfiction features to enhance comprehension.

- Understand how the role of characters exist and know how their relationship is affected by social pressures and the historical period around them.
- Identify forms of figurative language and symbolism to convey ideas
- Understand author's craft and structure to interpret meaning
- Imagine the different points of view that characters in that scene bring to the action
- Read nonfiction and fiction texts to compare and contrast multiple books with the same theme

**STUDENTS WILL BE ABLE TO:**

- Determine the theme of the story using details in the text
- Understand the meaning of words and phrases including figurative language
- Summarize the key details and events in a text
- Identify two or more main ideas by providing specific details and examples
- Provide evidence from the text through direct quotes, meaningful connections and drawing inferences
- Identify point of view and how it influences events described throughout a text
- Compare and contrast two or more characters, setting or events
- Compare and contrast similar topics in stories of the same genre.
- Explain the relationship between two or more characters, events or ideas throughout the text.
- Explain how a series of chapters or scenes fits together to provide the overall structure of a story
- Read and identify information from informational texts
- Use various sources to locate answers and solve problems
- Read different texts on similar topics to gain knowledge about the subject
- Prepare and explore ideas for a group discussion by reading assigned material
- Understand point of view of different characters
- Read with sufficient accuracy and fluency to support comprehension

**ASSESSMENT - EVIDENCE OF LEARNING AND UNDERSTANDING**

**FORMATIVE ASSESSMENTS**

- Reading conference and small group check-ins
- Anecdotal notes
- Listening comprehension assessments
- Oral and written presentations
- Teacher created performance assessment
- Teacher created written assessment
- Reader's notebook/writing about reading
- Exit tickets
- Reading Learning Progressions Checklist

**SUMMATIVE ASSESSMENTS**

- Written and oral responses
- Open-ended questions
- Book projects
- Fountas and Pinnell Benchmark Reading Assessment

- Gr. 5 Required Assessment Schedule
- LinkIt! Reading Assessment

**ALTERNATE ASSESSMENTS**

- Reading conferences
- Oral and written responses
- Recording of a student’s oral reading
- A-Z reading Fluency passages
- LLI Assessments
- iReady

**LEARNING PLAN/INSTRUCTIONAL STRATEGIES**

**LEARNING ACTIVITIES AND INSTRUCTIONAL STRATEGIES (INCLUDE MODELS):**

**Bend I: Deep Comprehension and Synthesis of Complex Story Elements**

Session 1	<b>Character Description and Setting:</b> <i>Readers will learn that authors choose words to describe a character or place. Readers will pay attention to the feeling, mood or tone of the event and understand why the author created that mood.</i>
Session 2	<b>Understanding Unfamiliar Settings:</b> <i>Readers pay attention to the physical details of a setting to understand what a place looks and feels like to understand the emotional atmosphere.</i>
Session 3	<b>Making Sense of Complex Texts:</b> <i>In order to understand difficult or context texts, readers read forward to make sense of what is happening.</i>
Session 4	<b>Using Timelines to Form Understanding:</b> <i>Readers use timelines to analyze the relationship between main characters and historical events</i>
Session 5	<b>Understanding Decisions Characters Make:</b> <i>Readers want to understand why characters respond differently to one event based on what is happening in the World they live in and how they are shaped by their historical context.</i>
<b>Bend II:</b>	<b>Interpreting Complex Texts</b>

Session 6	<b>Bringing Your Own Personal Perspective to a Text:</b> <i>Readers use their personal stories, histories, and experiences to respond to and come up with ideas about a text.</i>
Session 7	<b>Noticing Importance of Details:</b> <i>Readers make sense of details as they read by making connections across text. Readers track details that support their thinking and ideas.</i>
Session 8	<b>Opening your Mind to New Ideas:</b> <i>Readers learn to keep an open mind to learn new ideas and to allow their ideas to be changed. Talking and reading is important for learning.</i>
Session 9	<b>Authors make Deliberate Choices:</b> <i>The beginning of a story plays a significant role in setting the stage of the book but readers should notice how each chapter is structured and fits together to see how the events contribute to a deeper meaning of understanding.</i>
Session 10	<b>Noticing Author's Craft:</b> <i>Readers interpret and analyze forms of figurative language, allusions, imagery, symbolism to convey big ideas. Historical fiction readers search the text for symbols that feel significant.</i>

### **Bend III: Becoming More Complex Because We Read**

Session 11	<b>Readers Deepen Their Understanding of a Book's Big Picture:</b> <i>Readers understand that the narrator plays a significant role in the overall structure of the story and how the story would change if narrated by someone else or a different character.</i>
Session 12	<b>Looking at Books through the Lens of Power Leads to New Thinking:</b> <i>When readers investigate who has power, what form power takes (how you see it), and how power changes, that helps readers find deeper meanings in books.</i>
Session 13	<b>Comparing Big Ideas and Themes:</b> <i>Readers compare how a big idea or theme is explored in books about the same historical events or time period, to deepen their thinking.</i>
Session 14	<b>Revealing Themes in Different Ways:</b> <i>Readers compare how authors convey themes by studying how characters respond to different challenges. Readers can look across texts and think about how the themes convey messages on present times or how certain themes repeat across time.</i>
Session 15	<b>Huge Thoughts for Ordinary Words:</b> <i>Readers can reference a beautiful detail, significant theme, or lasting image from a story by making an allusion. Readers do this to help others make connections and determine meaning from the story.</i>

**OPPORTUNITIES FOR DIFFERENTIATION (SUPPORT AND ENRICHMENT):**  
**Modifications and Accommodations**

**INTERDISCIPLINARY CONNECTIONS AND CROSS CONTENT STANDARDS:**

- Writing, Social Studies, Science, and Technology standards

**STATE REQUIREMENTS**

**AMISTAD AND HOLOCAUST INTEGRATION:**

Texts that are appropriate include -

Adler, David A. *A Picture Book of Anne Frank*. New York: Holiday House, 1994.

Adler, David A. *Number on My Grandfather's Arm*. Union of American Hebrew Congregations, n.d.

Bunting, Eve. *Terrible Things*. Philadelphia, PA: Jewish Publication Society, 1996.

Cohen, Barbara. *Molly's Pilgrim*. New York: William Morrow & Co., 1998.

Hesse, Karen. *The Cats in Krasinski Square*. New York: Scholastic Press, 2004.

Innocenti, Roberto. *Rose Blanche*. San Diego, CA: Harcourt Brace, 1996.

Oppenheim, Shulamith Levey. *The Lily Cupboard*. New York: HarperTrophy, 1995.

Pinkwater, Daniel Manus. *The Big Orange Splot*. New York: Scholastic Trade, 1993.

Seuss, Dr. *The Sneetches and Other Stories*. New York: Random House, 1988.

Wolkstein, Diane. *Esther's Story*. New York: William Morrow & Co., 1996.

**Additional resources:**

- Amistad Curriculum - <http://www.njamistadcurriculum.net/>
- Holocaust and Genocide Education - <https://www.nj.gov/education/holocaust/>
- "Learning for Justice" lessons and resources - <https://www.learningforjustice.org/classroom-resources>

**21ST CENTURY SKILLS AND CAREER READY PRACTICES:**

21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

CRP1. Act as a responsible and contributing citizen and employee

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

Standard 9 is composed of the Career Ready Practices and Standard 9.1, 9.2, and 9.3 which are outlined below:

- **The 12 Career Ready Practices**  
These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.
- **9.1 Personal Financial Literacy**  
This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.
- **9.2 Career Awareness, Exploration, and Preparation**  
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

**P21 FRAMEWORK (Partnership for 21st Century Learning):**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

**SOCIAL AND EMOTIONAL COMPETENCIES AND SUBCOMPETENCIES (SEL):**

- Self-awareness
- Self-management
- Social Awareness
- Responsible Decision-making
- Relationship Skills

<https://www.state.nj.us/education/students/safety/sandp/sel/SELCompetencies.pdf>

**SEL Learning Activities:**

<https://sel.ed.sc.gov/teachers/teacher-documents/sel-lessons-grades-5-and-6/grades-5-and-6-the-first-20-days-of-sel-lessons/>

[https://app.seesaw.me/activities?grade\\_level=5&subject=SocialEmotionalLearning](https://app.seesaw.me/activities?grade_level=5&subject=SocialEmotionalLearning)

**INFORMATION, MEDIA, AND TECHNOLOGY INTEGRATION:**

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- **Technology Standards**

New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

<https://www.state.nj.us/education/aps/cccs/tech/>

- **Framework for 21st Century Learning**

<https://www.battelleforkids.org/networks/p21/frameworks-resources>

#### **GLOBAL THINKING:**

- **LGBTQIA+:** In accordance with the Inclusive Curriculum Bill A1335, signed into law in NJ in 2020, this document is to include instruction, and instructional materials for Grades 5-12, that accurately portray political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people. This curricular document includes classroom materials that are in alignment with NJSLs and Core Curriculum Content Standards and ensures that students receive diverse instruction in history, the social sciences, and other content areas, which cultivates respect towards minority groups, allows students to appreciate differences, and acquires the skills and knowledge needed to function effectively with people of various backgrounds.
- **Diversity, Equity, and Inclusion:** The ability to listen and grow empathy makes way for greater awareness of the importance of community, one's own culture, others' culture, the differences and similarities amongst people around the world, of the issues facing humanity, and of our shared interest in the success of all people. Having a "global perspective" means that we strive to educate students with the global understanding necessary to address the challenges and successes of our interdependent world. In the Berkeley Heights Public Schools, we are committed to overcoming challenges and to building interest and capacity amongst our students to be engaged with finding and celebrating commonalities and solutions to global problems, and we are committed to ensuring that our community is diverse, equitable, and inclusive. Our mission statement is to honor the diversity of our community and foster inclusiveness and acceptance through a three-tiered approach: celebration, communication, and education.
- **"Learning for Justice" Frameworks:**  
<https://www.learningforjustice.org/frameworks>  
Lessons and resources - <https://www.learningforjustice.org/classroom-resources>

### **RESOURCES**

#### **CORE INSTRUCTIONAL AND MATERIAL RESOURCES (Including various levels of texts at each grade level)**

- Columbia Teachers College Pacing Guide
- Additional appropriate mentor text titles for 5th Grade:
- [www.heinemann.com](http://www.heinemann.com) - "My Online Resources"
- <https://readingandwritingproject.org/> - Create or use your login for access to the "Resource Center" which includes assessments, curriculum calendars, test prep units, videos and PD.

#### **HUMAN AND PROFESSIONAL RESOURCES**

- *The Reading Strategies Book* by, Jennifer Serravallo
- *The Ultimate Read-Aloud Resource* by, Lester Laminack

**TEACHER NOTES**



## English Language Arts Course Overview

The focus of the English Language Arts (ELA) curriculum is to provide students with the ability to effectively communicate their ideas through reading, writing, speaking, listening, and technology literacy. Our program is based on the balanced/structured literacy model and includes reading workshop, writing workshop, word study, and integrated technology literacy instruction.

In reading, our program encompasses a wide selection of fiction and nonfiction texts. Reading instruction includes phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension lessons. Teachers accommodate students' varying needs through their use of individual conferences, guided reading, shared reading, interactive read alouds, and small strategy groups.

Writing Workshop is a methodology allowing teachers to accommodate students' needs by tailoring their instruction through shared writing, guided writing, individual writing conferences and small strategy groups. Students use the writing strategies presented in the Berkeley Heights units to compose narrative, explanatory and opinion pieces. Students also use the writing process to construct meaning. The teaching of grammar and mechanics is integrated with the teaching of writing.

In grades K-2, literacy centers are also an important part of the ELA block. Center based teaching and learning is a curriculum approach that is developmentally appropriate, incorporates active learning, and includes evidence-based teaching strategies in the areas of language/literacy learning.

Word study is an important part of the balanced/structured literacy program. The general term "word study" encompasses three parts, that is, spelling, phonics, and vocabulary instruction. Students learn how to identify and sort text features according to their developmental level. Our word study program is differentiated as students are pre-assessed to determine where they fall on the word study continuum and receive instruction based on their needs.

Handwriting is a part of our ELA program, and students are taught to form printed letters in the early grades, and script in the later elementary grades. Handwriting is linked to basic reading and spelling achievement. Attention to the linkages among handwriting, reading, and spelling skills can help to reinforce early achievement across these areas.

Assessments are an important part of the instructional program. Teachers use the Fountas and Pinnell Benchmark Assessment, Dibels, and running records to determine the reading level of students and also to monitor progress. Teachers assess writing using pre and post assessments as well as with the many writing products they compose throughout the year. Spelling inventories and weekly tests are used to monitor student progress with word study.

### **Standards**

Berkeley Heights Public Schools' curricula meets all New Jersey Student Learning Standards (NJSLs).

### **Best Practices in Reading Instruction**

Reading instruction is intended to be a major part of a balanced/structured literacy program. Reading instruction must include five main pillars: phonemic/phonological awareness, phonics, fluency, vocabulary, and comprehension. (National Reading Panel.) The first four pillars are foundations, all leading to the ultimate goal of reading, that is, comprehension and a lifelong love of reading.

### **Reading Workshop Overview**

A reading workshop approach to instruction recognizes that "one size does NOT fit all." When you walk into a workshop classroom at any given moment, you'll see instruction that is designed to:

- address each child's individual learning
- teach strategies students will use on a regular basis
- support small-group work and conferring, with multiple opportunities for personalizing instruction
- tap into the power of welcoming, learning community
- facilitate partnerships, encourage collaboration and accountable talk
- help students to be actively engaged so that teachers are able to coach individuals and lead small groups.
- build self-reflection and goal-setting
- provide choice and assessment-based learning into the very design of the curriculum

### **Components of Reading Workshop in a Balanced/Structured Literacy Classroom**

#### **Shared Reading/Interactive Read Aloud (with accountable talk):**

Shared Reading and Interactive Read Aloud instruction occurs outside of the workshop block throughout the unit. These components of reading connect the work

done in workshop and bring students together to improve and celebrate learned strategies. One text is selected each week and utilized to address different objectives covering the big ideas to teach reading in each session. Texts are selected based on suggestions from the unit as well as classroom teacher choices and student preference. Accountable talk and interaction between teacher and students, and among the students themselves is an important part of the read aloud and shared reading blocks.

**Minilessons and Independent Work Time:**

The reading workshop opens with a mini lesson. After approximately ten minutes, students turn to their ongoing reading work. Every reader has work to do, and that work grows out of assessments, coaching, mini lessons, and goals.

**Small Group Differentiated Instruction and Conferences:**

As students are engaged in independent reading workshop time, teachers will spend time teaching into each student's zone of proximal development, addressing the needs and goals of each child. This should be done by way of conferences, strategy groups, or through guided reading groups.

**Mid-workshop Teaching:**

This is an optional part of the workshop, and can be used to highlight a student or reiterate the teaching point. In the earlier grades, it is a great time to redirect, and remind students of the goal/objective/teaching point for the day.

**Partnerships and Book Clubs:**

Depending on the unit, there are times when students will work with their ability-based partners, and other times when students will work in groups of 3-4 to form a book club. Partner/Book Club time is designed to have students:

- Create a plan
- Talk together
- Look at each other and listen to each other
- Help each other/collaborate

**Share:**

The workshop ends with a small amount of time for readers to collaborate and share their thinking/learning. This sharing can take place with partners, in book clubs, or as a whole group.

**Word Study:**

Word Study is part of the literacy block, and should provide time for the teaching of phonological/phonemic awareness, phonics, spelling, and vocabulary.

**Fluency Instruction:**

Reading fluency is the ability to read accurately, smoothly and with expression. It is part of the five pillars of reading instruction (which includes phonemic/phonological awareness, phonics, vocabulary and comprehension.) Fluent readers recognize words automatically, without struggling over decoding issues, and they sound natural while reading, as if they're speaking. Fluency is important because it's a bridge between word recognition and comprehension. Fluency instruction might include choral reading, echo reading, partner reading, repeated readings, and reader's theater.

**Assessment:**

Assessment must be ongoing via formative and summative assessments. A variety of assessments are used and include (but are not limited to): concepts about print, literacy continuum stages (learning progressions), letter-sound identification, phonics/decoding strategies, fluency, spelling inventory, high-frequency words, running records, conferences, small-group anecdotal notes, book logs, comprehension checks, and writing about reading.

In addition, Berkeley Heights will use universal reading assessments including Fountas and Pinnell benchmarks, LinkIt! Benchmarks, and iReady assessments.