

Introduction:

Students in fifth grade English Language Arts will complete seven units in which they read and comprehend a variety of informational/nonfiction and fiction texts including more complex science and social studies texts as well as drama and poetry. Fifth grade is a time for children to hone their intellectual independence. Required skills include summarizing, comparison of texts, analysis of text structure regarding theme, setting, and plot development, determining the meaning of words, narrative writing, and engagement in collaborative discussions. By the time children enter fifth grade, they will have been introduced to most if not all of the new skills expected of fifth-graders. The sequence of fifth grade units consolidates those skills and introduces the learning objectives called for in the sixth-grade standards: how to conduct research using primary sources, how to write narratives that are reflective and theme-based, and how to write argument essays that use counterargument to clarify a position. All English Language Arts units follow the NJ Student Learning Objectives. Student progress will be measured in a variety of methods

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Revised on:	August 11, 2020
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Proposed Revision Date:	Summer 2020

Beach Haven School District	
English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	Grade Level: 5
Instructional Materials: "Reading Workshop," "Writing Workshop,"	

UNIT 1: Reading: Interpretation Book Clubs: Analyzing Themes (Book 1) Writing: Narrative Craft (Book 1)	30 Days-ongoing
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<p>UNIT 2:</p> <p>Reading: Tackling Complexity: Moving Up Levels of Nonfiction (Nonfiction Book 2)</p> <p>Writing: Journalism (Curricular Calendar)</p>	<p>30 Days-ongoing</p>
<p>UNIT 3:</p> <p>Reading: Author Study: Reading Like a Fan (If...Then...)</p> <p>Writing: Literary Essay: Opening Texts and Seeing More, Shared Writing, Interactive Writing</p>	<p>20 Days-ongoing</p>
<p>UNIT 4:</p> <p>Reading: Argument and Advocacy: Researching Debatable Issues (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: The Research-Based Argument Essay (Book 3), Shared Writing, Interactive Writing</p>	<p>25 Days-ongoing</p>
<p>UNIT 5:</p> <p>Reading: Reading Test Prep, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Writing Test Prep, Shared Writing, Interactive Writing</p>	<p>15 Days-ongoing</p>
<p>UNIT 6:</p> <p>Reading: Reading in the Content Areas: The Civil Rights Movement and the Continuing Fight for Equality (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Shaping Texts: From Essay to Narrative to Memoir (Book 4), Shared Writing, Interactive Writing</p>	<p>30 Days-ongoing</p>
<p>Unit 7:</p> <p>Reading: Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening</p> <p>Writing: Fantasy Writing (If.. Then..)</p>	<p>30 Day-ongoing</p>

Unit 1 Overview

Unit 1:

Reading: Interpretation Book Clubs: Analyzing Themes (Book 1)

Writing: Narrative Craft (Book 1)

Duration: 30 Days- ongoing

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Standards/Learning Targets

New Jersey Student Learning Standards

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Interdisciplinary Connections:**Social Studies:**

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:**Reading:**

- How do readers get to know characters at a deeper level?
- How do readers grow ideas about characters?

Writing:

- Why do authors write about their personal experiences?
- How do authors decide what stories from their life are worth sharing?
- How do authors think about their lives in thematic ways?

Enduring Understandings:**Reading:**

Students will understand that...

- Readers build theories and gather evidence about characters.
- Readers use inferences to build interpretations about texts.
- Readers read across books, looking at similarities and differences in characters, and grow bigger theories about them.

Writing:

- Authors not only use their notebooks to write stories, but to collect, plan, and organize their ideas.
- Authors make thematic connections between the important moments in their lives.
- Authors plan and rehearse their stories multiple times before putting pen to paper.
- Authors maintain a balance between planning/drafting and revising/editing.

Unit Learning Targets- Objectives**Reading:**

In the area of reading, the student will:

Study characters to synthesize, infer, and interpret information

Create effective book clubs to elevate levels of reading, thinking, and conversation

Read at-level books to develop the skills to write well about reading

Writing:

In the area of writing, the student will:

Maintain and regulate their volume and stamina throughout the writing process.

Share their life stories to not only reveal something enduring about the writer, but to make connections with common human experiences.

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
- *Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- *Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
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- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
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- Kinesthetic Assessments
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Summative Assessments

- Portfolio Assessment piece
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- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals

- My Reading Log and Reflections
- Running Record

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 2 Overview

Unit 2:

Reading: Tackling Complexity: Moving Up Levels of Nonfiction (Nonfiction Book 2)

Writing: Journalism (Curricular Calendar)

Duration: 30 Days- ongoing

Accommodations/Modifications

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- Teach reading study skills
- Provide students with necessary academic resources and materials

Standards/Learning Targets

New Jersey Student Learning Standards:

Writing:

- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Reading:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Interdisciplinary Connections:

Social Studies:

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- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

Reading:

- Why is it important to pay attention to the content and structure of complex nonfiction?
- How do nonfiction readers synthesize text to build inferential theories?
- Why do experts engage in research?
- How do researchers use partners' feedback to help improve their work product?

Writing:

- Why is it important for journalists to consider multiple perspectives?
- How do journalists decide what is newsworthy?
- How does a journalist decide to structure their writing?

Enduring Understandings:

Reading:

Students will understand that...

- Readers read to gather information about a topic.
- Readers synthesize information and determine importance as they read.
- Readers notice/analyze multiple text structures within a text.
- Readers build theories about what the text is telling and suggesting.

Writing:

- Journalists live wide awake lives, seeing stories in everyday moments.
- Journalists collect information on the who, what, when, and where of the event on which they are reporting.
- Journalists maintain a balance between planning/drafting and revising/editing.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Determine importance and synthesize information in expository nonfiction

Read from various nonfiction text structures

Read contrasting texts to determine new complexities within them

Apply knowledge about nonfiction reading to inquiry

Writing:

In the area of writing, the student will:

Collect factual, observable information before crafting news reports and feature articles.

Collaborate with peers to help assess the quality and accuracy of their writing.

Be aware that their point of view impacts the way in which they tell a story.

Additional Resources

- **Ready Workbook**
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- www.newsela.com
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- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
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- www.freckle.com
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Unit 3 Overview

Unit 3:

Reading: Author Study: Reading Like a Fan (If...Then...) (if Interpretation Book Club was used for Unit 1)

Writing: Literary Essay: Opening Texts and Seeing , Shared Writing, Interactive Writing

Duration: 25 Days- ongoing

Accommodations/Modifications

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Standards/Learning Targets

Reading:

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- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
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- NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Interdisciplinary Connections:

Social Studies:

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- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:

Reading:

- How do readers make connections with authors of narrative text?
- Why do authors explore universal topics and themes?
- How can I apprentice myself to an author's craft, so that it can impact my own writing?
- How can I become an author-expert, becoming so knowledgeable about an author that I can talk about and reference that author's works almost automatically, as if I were a literary critic?
- How can I live my life differently because of what I read?

Writing:

- How does an essayist interact with a text to develop a sophisticated essay?
- What is the role of the introduction and conclusion in a literary essay?
- How does an essayist learn to improve her/his writing craft?
- Why might an essayist study multiple texts on

Enduring Understandings:

Students will understand that...

Reading:

- Authors' approaches to the same theme help the reader think about their own writing in new ways
- A writer can apprentice himself to an author to try some of what an author has done in his own writing
- Broadening knowledge about an author allows for the reader to become a literary critic
- Life lessons from authors can be applied to a reader's own life

Writing:

- Writers grow ideas that are central to the story (grounded in close reading), with text evidence, and reflection to support the claim.
- Essayists mindfully and deliberately organize their writing to communicate their intended message to an audience.
- Essay writers read, reread, and rethink a text in increasingly sophisticated ways.

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

- Make connections to an author and his/her body of work
- Compare and contrast author's craft across multiple texts
- Construct complex themes that occur across multiple texts

Writing:

In the area of writing, the student will:

- Write to grow ideas about a text
- Support their thesis statements with a variety of evidence
- Draft and revise thesis statements that capture the themes of a story and that forecast ways their essays will support their theses.
- Transfer and apply their essay writing to respond to prompts and real-world situations

Additional Resources

- **Ready Workbook**
- **Foundations student toolkit**
- **Foundations Teacher Toolkits**
- ***Units of Study for Teaching Writing* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- ***Units of Study for Teaching Reading* by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013**
- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com

- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
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- Think-Pair-Share
- Literature Circles

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece
- Timed Reading
- Performance Assessment
- District Benchmark or Interim Assessment

Alternative Assessment

- Showcase portfolio
- Reflective journals
- My Reading Log and Reflections
- Running Record

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 4 Overview

Unit 4:

Reading: Argument and Advocacy: Researching Debatable Issues (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Writing: The Research-Based Argument Essay (Book 3), Shared Writing, Interactive Writing

Duration: 25 Days- ongoing

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication

- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills

- Provide students with necessary academic resources and materials

Standards/Learning Targets

New Jersey Student Learning Standards:

Writing:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Reading:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Interdisciplinary Connections:**Social Studies:**

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.E.1 List and demonstrate the steps to an everyday task

Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Essential Questions:**Reading:**

- Why is it important to read critically?
- How does one become an informed citizen?
- Why is it important to engage with viewpoints that are different/more nuanced than our own?

Writing:

- In what ways does an essayist establish a voice of credibility?
- Why is it important to construct an argument with the audience in mind?
- How does an essayist decide what issues

Enduring Understandings:

Students will understand that...

Reading:

- Working in research groups will help to investigate important, pressing, and sometimes controversial issues
- Research can be used to make decisions about how they will live their life
- By doing this work they will become confident and critical readers of complicated nonfiction

Writing:

- Writers learn a variety of strategies for researching a topic

<p>to argue for/against?</p>	<ul style="list-style-type: none"> ● Writers a volume of notes that capture the important points of the topic but also generate thoughts and reactions to the topic ● Researchers examine the many sides of a topic. ● Research essayists rank their theories, and develop the most relevant or intriguing topics into essays
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<p>Unit Learning Targets- Objectives</p>
<p><u>Reading:</u></p> <p><i>In the area of reading, the student will:</i></p> <p>Draw on all they have learned about how to read complex nonfiction in order to research and make arguments about provocative, debatable issues.</p> <p>Develop how to investigate an issue.</p> <p>Determine how to raise the level of research to consider craft, perspective, and evaluate arguments.</p> <p>Research a new issue with agency, independence, and the lens of power and advocacy.</p> <p><u>Writing:</u></p> <p><i>In the area of writing, the student will:</i></p> <p><i>Identify possible structures of a research-based argument essay</i></p> <p><i>Construct sophisticated opinions about text(s)</i></p> <p><i>Support opinions with highly relevant and carefully selected examples/evidence</i></p> <p><i>Synthesize opinions and text evidence to engage in analytical thinking/interpretation</i></p>

Additional Resources

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- Foundations student toolkit
- Foundations Teacher Toolkits
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- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

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Alternative Assessment

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- Running Record

Benchmark Assessments

- Beginning of the year SGO
- Mid-Year SGO
- End-of-Year SGO

Unit 5 Overview

Unit 5:

Writing: Writing Test Prep (or design your own unit), Shared Writing, Interactive Writing

Reading: Reading Test Prep (or design your own unit), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Duration: 15 Days- ongoing

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Standards/Learning Targets

Learning Targets

Standards: Use New Jersey State Learning Standards for English Language Arts to review for state assessment

reading:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

writing:

- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation

- NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Connections:

Social Studies:

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
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- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
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Speaking & Listening:

- NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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- NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Enduring Understandings:

Students will understand that...

Reading:

- What reading skills, strategies, and habits will help me on standardized tests?

Writing:

- How are developed essays generated in one writing session?
- How is test-situation essay writing similar to and different from other essay writing?
- Why is a strong thesis statement important in essay writing?

Essential Questions:**Reading:**

- Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies
- Standardized tests have a specific format and language
- Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts.

Writing:

- Writers express ideas about texts.
- Writers develop ideas about texts through repetition and practice.
- Test takers plan strategies in advance for how they will react when they encounter trouble.

Unit Learning Targets- Objectives**Reading:**

In the area of reading, the student will:

Become familiar with the format of the NJSLA assessment

Identify the most impactful reading skills, strategies, and habits needed for the NJSLA assessment

Writing:

In the area of writing, the student will:

Write an essay in a timed writing session

Develop theories about text, supported by text evidence

Revise literary essays in strategic ways

Additional Resources

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- <http://www.abcya.com>
- <http://www.readinga-z.com>
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
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Benchmark Assessments

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- Mid-Year SGO
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Unit 6 Overview

Unit 6:

Reading: Reading in the Content Areas: The Civil Rights Movement and the Continuing Fight for Equality (Curricular Calendar)

Writing: Shaping Texts: From Essay to Narrative to Memoir (Book 4),

Duration: 30 Days- ongoing

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
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- Student choice for publication
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- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Interdisciplinary Connections:

Social Studies:

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Career Ready Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
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21st Century Life and Career Standards:

- 9.1.4.A.1- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Technology:

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
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Speaking & Listening:

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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- NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Unit Learning Targets- Objectives**Reading:**

Determine importance and synthesize information in nonfiction text

Read from various nonfiction text structures

Read contrasting texts to determine new complexities within them

Apply knowledge about nonfiction reading to inquiry

Writing:

In the area of writing, the student will:

Generate ideas about authors' lives and make deep interpretations about their life experiences

Make deliberate choices when structuring, drafting, and revising their memoirs

Additional Resources

- Ready Workbook
- Foundations student toolkit
- Foundations Teacher Toolkits
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- <https://www.state.nj.us/education/cccs/2016/ela/>
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
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- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- <https://www.softschools.com/>

Formative Assessments

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Unit 7 Overview

Unit 7 :

Duration: 30 Days- ongoing

Reading: Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)

Writing: Fantasy Writing (If.. Then..)

Accommodations/Modifications

English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core

K-12)

Students at Risk of Failure:

- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

504:

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- Strategic grouping for reading (Guided Reading, Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
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Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Standards/Learning Targets

New Jersey Student Learning Standards:

Writing:

- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading:

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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Essential Questions:

Reading:

- What strategies and goals will help me to make sense of the multiple plot lines, layered characters, and complex themes in fantasy?
- How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy? (approximately one week)
- How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft?

Writing:

- How do fantasy authors develop ideas for stories?
- Why do authors engage in the writing process?
- How do narrative and personal narrative work intersect?

Enduring Understandings:

Reading:

- Using strategies and creating goals will help them to make sense of complex texts.
- Fantasy readers envision the story in their mind, creating the world the author is trying to portray.
- Fantasy readers develop thematic understandings of texts, knowing that it is much more than dwarfs and elves.
- There are many fantasy archetypes, quest structures, and thematic patterns.

Writing:

- Quality writing traits from past units can help you write in various genres today.
- Depending on the genre, writers focus on characters, setting, or plot cues.
- Genres have specific terminology associated with that genre

Unit Learning Targets- Objectives

Reading:

In the area of reading, the student will:

Read complex texts developing skills of synthesis and interpretation.

Notice patterns across texts.

Writing:

In the area of writing, the student will:

Utilize elements of effective narrative writing (i.e., content structure, organization) to construct their text.

Engage in large-scale revision of their writing, using a tool such as a checklist to help them.

Additional Resources

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