Original Adoption:	July 14, 2015, Revised on August 2024
Created by:	Ocean County Curriculum; Nora Maloney, Sheri Hebrew, Sandy McCue, Dawn Gawalis, Erin Colling, Revised by Katie Micek, Christine Bresley, Sara Holleran
Revised on:	December 17, 2025
Revised by:	Theodore Loeffler

Beach Haven 5th Grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	**Grade Level: 5**
UNIT 1: **Reading**: Interpretation Book Clubs: Analyzing Themes (Book 1) **Writing:** Narrative Craft (Book 1)	**30 Days- ongoing**
UNIT 2: **Reading**: Tackling Complexity: Moving Up Levels of Nonfiction (Nonfiction Book 2) **Writing**: Journalism (Curricular Calendar)	**20 Days- ongoing**

UNIT 3: **Reading:** Author Study: Reading Like a Fan (If...Then…) **Writing**: Literary Essay: Opening Texts and Seeing More, Shared Writing, Interactive Writing	**30 Days- ongoing**
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	**30 Days- ongoing**
UNIT 5: **Reading**: Reading Test Prep, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Writing Test Prep, Shared Writing, Interactive Writing	**20 Days- ongoing**
UNIT 6: **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	**30 Days- ongoing**

Writing: Shaping Texts: From Essay to Narrative to Memoir (Book 4), Shared Writing, Interactive Writing	
Unit 7: **Reading:** Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Fantasy Writing (If.. Then..)	**20 Days- ongoing**

Alignment with State Mandates
The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements: ● Holocaust and genocides (N.J.S.A. 18A:35-28) ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35) ● Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject). ● History and contributions of Asian Americans and Pacific Islanders (N.J.S.A. 18A:35-4.44)

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing,and the writing process. The integration of Social

Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

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 counterarguments to clarify a position. All English Language Arts units follow the NJ Student Learning Objectives and meets grade 5 expectations. Student progress will be measured in a variety of methods

UNIT 1: **Reading**: Interpretation Book Clubs: Analyzing Themes (Book 1) **Writing:** Narrative Craft (Book 1)	**Duration: 30 Days- ongoing**
Standards/Learning Targets	
Focus Standards (Major Standards)	
5th Grade English Language Arts Standards Link	

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

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

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Avoid fragments, run-ons and rambling sentences, and comma splices.
B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
C. Ensure agreement between subject and verb and between pronoun and antecedent.
D. Distinguish between frequently confused words.
E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
H. Spell grade appropriate words correctly, consulting references as needed.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

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.VI.5.3. 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.

Reading

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

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

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting

two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

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

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

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Writing

W.NW.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.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Speaking and Listening

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

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

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

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

W.AW.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.IW.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 aid in 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.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

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

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Primary Interdisciplinary Connections

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)
9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	Level 6 - Reaching
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment

method.

- Resources from third party vendors such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** ● How do readers think and write analytically about a text? ● How do different parts of the text contribute to the overall story? ● How can we identify the themes in a text? ● In what ways do the themes in one text relate to the themes in another text? **Writing:** ● How can writers generate ideas for narrative writing?	**Unit Goals:** **<u>Reading:</u>** ● 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 ● Students will determine the theme(s) of a story and explain how the author develops the theme using key details, events, and character actions. ● Students will quote accurately from the text to support inferences, claims, and interpretations about characters, events, and themes.

- How do writers allow another author's words to spark ideas for their writing?
- How can writers create structure in narrative writing so that it has a purpose?
- How do writers elaborate on general details while staying on topic?
- How do writers evoke emotions or thoughts in readers?

Enduring Understandings

Reading:

Students will understand that…

- Fiction readers think analytically, by studying the skills and strategies of interpretation while reading, writing, and talking about literature.
- Readers identify the problems a character faces, and then they think about the lessons the character may learn or what the author may want the reader to learn from the way the character responds to the problems.

Writing:

- Writers pause to take stock and use checklists & rubrics to assess their own growth and set new goals.
- Writers use multiple strategies to elaborate varied details such as full characters and clearly designed scenes.

- Students will analyze character actions, traits, motivations, and changes to understand how characters influence the plot and reveal deeper meaning.
- Students will compare and contrast characters, events, or ideas across texts to identify patterns and big ideas that help build thematic interpretations.
- Students will explain how chapters and scenes build the structure of the story, including how rising action, climax, and resolution contribute to theme.
- Students will analyze the narrator's or speaker's point of view and explain how it shapes the telling of events and impacts reader interpretation.
- Students will interpret figurative language, symbolism, and descriptive craft to understand how authors layer meaning and create emotional impact.

Writing:

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Demonstrate the command of conventions of standard English usage.
- Move through the writing process by rehearsing, drafting, revising, and editing.
- Generate meaningful personal narrative ideas by reflecting on significant moments, people, and places.
- Select and develop a focused small-moment story with clear purpose and significance.

• Writers revise to resolve problems, develop big meanings in their story, have characters learn lessons, and evoke emotions or thoughts in readers. • Good writers choose words wisely by using descriptive/figurative language, similes, and metaphors to hook readers.	• Plan a strong narrative structure that includes a lead, rising action, climax, resolution, and reflection. • Draft using narrative craft techniques, including actions, dialogue, thoughts, and description that "show, not tell." • Use sensory details, figurative language, and precise word choice to create vivid imagery and mood. Develop characters deeply by revealing traits, emotions, motivations, and responses throughout the story. • Establish and maintain consistent point of view and logical pacing across scenes. • Craft impactful endings that express insight, growth, or theme. • Revise narratives purposefully to strengthen clarity, elaboration, structure, and overall effect. • Edit for correct grammar, dialogue punctuation, sentence fluency, and grade-level conventions to prepare a polished published piece.
Instructional Plan	
Suggested Activities	**Resources**

Lesson Example: Identifying a Developing Theme by Tracking Character Struggles

I Do:

I explain that today readers work to uncover themes by paying close attention to the struggles and challenges characters face across a text. I model with a familiar read-aloud, reading a short scene where the main character encounters a significant problem. I think aloud: "I notice the character is trying to stand up for herself even though others doubt her. When I step back and ask, 'What bigger idea is the author trying to show through this struggle?' I begin to form a possible theme: sometimes courage grows when people feel unheard." I underline key sentences that hint at emotional tension and jot a note: "Character's struggle → lesson about courage." I highlight that strong readers build theme ideas by looking at patterns in a character's problems and responses.

We Do:

As a class, we read another short excerpt from our shared text and work together to identify a central struggle the character is facing. I prompt students to ask, "What's getting in the character's way?" and "What might the author be showing through this?" Students offer observations such as "She keeps

Resources for on-grade students:

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:

- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news

trying even though things go wrong," or "He feels invisible and wants to be noticed." We discuss these ideas and consider what life lesson or message might emerge from these repeated struggles. Together, we write a class theme statement in our chart notebook, demonstrating how readers move from noticing events to interpreting big ideas supported by the text. **They Do:** Students return to their book club novels and reread a section where their character faces a meaningful problem. They jot notes about what the struggle is, why it matters, and what lesson or idea the author might be building. Students write a brief theme statement in their notebook, using a frame like: "I think the theme might be ___ because the character keeps ___." They bring this thinking to their book club discussion, sharing evidence and refining their ideas as they talk. I confer with students, nudging them to look for patterns across chapters, helping them move from a single moment to a fuller interpretation of the text's emerging themes. **Lesson Example: Writing Vivid Scenes with Show-Not-Tell Details** **I Do:** I explain that today writers will practice making	• Writable • Epic • Fun Hub • You Tube • Ocean County Library

scenes come alive by showing what happens instead of just telling. I model with a brief narrative from a familiar story or personal anecdote. I read aloud: “I was nervous about the science fair.” I think aloud: “If I just write that, the reader doesn’t feel it. I want to show it: ‘My hands shook as I arranged my volcano on the table, and I chewed my lip until it hurt.’” I underline the details that show the character’s nervousness and jot a note in my notebook, highlighting how action, body language, and small sensory details can replace a simple label like ‘nervous’ to create a vivid scene. **We Do:** Next, as a class, we co-write a short scene together. I prompt students to notice a character’s emotion and brainstorm ways to show it through actions, dialogue, and sensory details. Students suggest ideas like “feet tapping,” “voice cracking,” or “sweaty palms.” We combine these into sentences, revising together: “She tugged at her sleeves, her voice cracking as she spoke, while her feet shuffled nervously on the gym floor.” I model how to balance showing with just enough telling to guide the reader, and we chart our collective examples of show-not-tell language.	

They Do: Students then write a short scene from their own narrative in their notebooks, choosing a moment when their character experiences a strong feeling. They practice using action, dialogue, and sensory details to show the emotion instead of just naming it. After writing, students share their scene with a partner, explaining which words or actions helped the reader feel the character's experience. I circulate to confer, helping students expand descriptions, refine language, and ensure their scenes are vivid, showing the emotion through concrete details rather than telling.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction

- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books

- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Year of the Dog by Grace Lin
The Year of the Dog by Grace Lin
Hot Day on Abbott Avenue by Karen English
Home of the Brave by Katherine Applegate

Fly Away Home by Eve Langston Hughes
The Carver Chronicles series by Karen English

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Unit Reflection
Please use the space below to record any notes / reflections after teaching the unit.

UNIT 2: **Reading**: Tackling Complexity: Moving Up Levels of	**Duration: 20 Days**

Nonfiction (Nonfiction Book 2) **Writing**: Journalism (Curricular Calendar)	

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

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

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Avoid fragments, run-ons and rambling sentences, and comma splices.
B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
C. Ensure agreement between subject and verb and between pronoun and antecedent.
D. Distinguish between frequently confused words.

E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
H. Spell grade appropriate words correctly, consulting references as needed.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

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.VI.5.3. 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.

Reading

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

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

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

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

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

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

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

Writing

W.IW.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 aid in 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.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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

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

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

the reader's interpretation.

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

W.AW.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.NW.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.

Primary Interdisciplinary Connections

6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)
9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit 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:** • How can I be a journalist that writes quickly, revises purposefully, and exposes thoughtful observations about my community? • How can I write concise, focused news reports that give details about an event following the conventions of journalism writing? • How can I write an article that teaches about a topic and	**Unit Goals:** **Reading:** • Determine main ideas and supporting details in complex nonfiction texts. • Summarize nonfiction texts accurately and clearly. • Analyze text structures (e.g., chronology, cause/effect, problem/solution) to understand the text. • Compare and contrast ideas, events, or information across multiple texts. • Analyze the author's purpose, point of view, and use of evidence. • Interpret domain-specific vocabulary and academic terms to support comprehension. • Gather information efficiently from multiple sources and evaluate their credibility and relevance. • Integrate information from texts to answer questions, solve problems, or draw conclusions. • Make inferences and support conclusions with textual

<table>
<tr>
<td>engages my reader?

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:
● Writers can write quickly to raise new ideas purposefully and swiftly to produce a text.
● Writers make observations and research about the world around them and use this to spark their information writing.
● Journalists write concise, focused news reports that give details about an event following the conventions of journalism writing.</td>
<td>evidence.
● Engage in collaborative discussions about nonfiction texts, citing evidence and responding thoughtfully.

Writing:

● Generate questions and gather accurate information from multiple print and digital sources.
● Evaluate sources for credibility, relevance, and bias.
● Organize research findings logically to plan a journalistic piece.
● Write informative and factual articles with a clear focus for a specific audience.
● Use journalistic structures, including lead, headline, byline, supporting details, and conclusion.
● Incorporate quotes, interviews, and evidence to support ideas.
Use precise language, domain-specific vocabulary, and an appropriate formal tone.
● Revise writing for clarity, coherence, organization, and adherence to journalistic conventions.
● Edit for grammar, punctuation, sentence structure, and spelling.
● Publish and share writing in print or digital formats, reflecting on how it informs or engages readers.</td>
</tr>
<tr>
<td colspan="2">Instructional Plan</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>Resources</td>
</tr>
</table>

Lesson Example: Using Text Features and Structure to Understand Complex Nonfiction

I Do:

I explain that today readers will pay close attention to how nonfiction texts are structured and how text features—like headings, captions, charts, and diagrams—help us understand complex information. I model with a short nonfiction passage about the water cycle. I read aloud: "Evaporation turns water into vapor, which rises into the atmosphere." I think aloud: "The heading says 'Evaporation,' and the diagram shows water rising from lakes and rivers. These features help me understand the process and connect the words to the visual." I underline key text phrases and note how the heading and diagram give clues about what's happening, showing students how I integrate text features with reading to make meaning.

We Do:

Next, as a class, we read another nonfiction excerpt together, such as a passage about animal migration. I ask students to notice headings, bolded words, and captions under images. We work together to paraphrase the key ideas and discuss how the text features help us understand the sequence of events and main ideas. Students offer observations such as, "The map shows where the birds fly," or "The bold words tell me important terms I should know." I model writing a brief note that connects the text features to understanding: "The diagram and headings help

Resources for on-grade students:

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:

- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news

me see the path and timing of migration, which makes the process clearer." **They Do:** Students then choose a nonfiction text at their independent level and examine one section. They identify key text features—headings, captions, diagrams, or bolded words—and explain in their notebooks how these features help them understand the content. Students write a short summary sentence or two, integrating information from both the text and the text features. After writing, they share their thinking with a partner, pointing to the features and explaining how they helped make sense of the topic. I circulate to confer, prompting students to notice subtle features and how they guide comprehension in more complex texts. **Lesson Example: Writing a Lead that Hooks the Reader** **I Do:** I explain that today writers will focus on crafting a strong lead—the first sentence or paragraph that grabs the reader's attention. I model with a short example from a school news story: "Chaos erupted in the cafeteria when the new lunch menu was announced." I think aloud: "This lead works because it immediately tells the reader something surprising happened and makes them want to read more. I notice that it answers part of the 5 W's (what happened, where) and uses an action word, 'erupted,' to create excitement." I underline the verbs and key	

phrases, and jot a note showing how a strong lead combines action, detail, and interest to draw the reader in. **We Do:** Next, as a class, we examine another short news story excerpt. I guide students to identify what makes a lead effective and brainstorm possible ways to start a new story. Students suggest ideas such as starting with action, dialogue, or a surprising fact. Together, we draft a lead for a hypothetical school event, discussing which word choices are most vivid and which details are essential for capturing the reader's attention. I model revising the lead based on our discussion, highlighting how small word changes can make the opening more compelling. **They Do:** Students then choose a topic for a short news article, such as a recent school event or local story. They draft their own lead in their notebooks, focusing on using action, strong verbs, and interesting details to hook the reader. After drafting, students share their leads with a partner, who gives feedback on which parts are exciting or clear and suggests ways to make it stronger. I circulate and confer individually, prompting students to revise their leads for clarity, interest, and engagement, ensuring they understand that a strong opening sets the tone for the rest of the article. **On Demand Writing Lesson:** Climate and Culture **Achieve the Core Lesson** 6.1.2.Geo.HE.1	

I Do: Watch the Water Tips video: and discuss with students Ex. Why is it important to save water? We Do: Read carefully the article about Water tips Water articles using safesearchkids.com. Have the students take notes using Cornell style Examples of Cornell Notes Ex. What can you do to save water? Why is saving water important? Turn and talk to your partner to discuss. They Do: Students will write about Why it is important to save water and complete using the rest of the class period *Collect and assess for understanding.* **Research Writing Lesson:** Holocaust Activity: (6.1.5.CivicsDP.2) I Do: Read a selected text on the Holocaust, such as Flowers on the Wall by Miriam Nerlove We Do: During the read aloud session, stop at the salient points and ask these types of questions rather than at the end of the story so that knowledge is building. • What is life like in Poland for Jews before the coming of the Nazi conquest? • Explain new terminology and create an anchor chart. How do the events impact the main character and his or her family?	

They Do: Write a short poem or paragraph about the main character. Consider including an artistic portrayal. Read and find the main idea lesson:https://www.commonlit.org/en/texts/courtney-craven	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers
- Water Tips video:

Various Levels of Text:

- Flowers on the Wall by Miriam Nerlove
- 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

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Unit Reflection
Please use the space below to record any notes / reflections after teaching the unit.

UNIT 3: **Reading:** Author Study: Reading Like a Fan (If...Then…) **Writing**: Literary Essay: Opening Texts and Seeing More, Shared Writing, Interactive Writing	**Duration: 30 Days**
Standards/Learning Targets	
Focus Standards (Major Standards)	
Foundational Skills: Reading Language	

Phonics and Word Recognition

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

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

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Avoid fragments, run-ons and rambling sentences, and comma splices.
B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
C. Ensure agreement between subject and verb and between pronoun and antecedent.
D. Distinguish between frequently confused words.
E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
H. Spell grade appropriate words correctly, consulting references as needed.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

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.VI.5.3. 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.

Reading

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

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

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

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

drama, or poem.

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

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Writing

W.AW.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.IW.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 aid in 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.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,

editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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

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

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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

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

and orally).

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

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

appears.

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

W.NW.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.

Primary Interdisciplinary Connections

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs

and wants of users.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** ● 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? **Writing:** ● How does an essayists 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? ● **Enduring Understandings**	**Reading:** ● Identify and describe an author's recurring themes, ideas, and motifs across multiple works. ● Analyze character development, plot, and setting to understand how the author engages readers. ● Examine an author's craft and stylistic choices, including word choice, sentence structure, dialogue, and figurative language. ● Compare and contrast elements across multiple texts by the same author to notice patterns. ● Infer the author's purpose and message, supporting interpretations with textual evidence. ● Engage in collaborative discussions, sharing insights, asking questions, and citing textual evidence. ● Respond critically to peers' ideas, building on others' interpretations and refining understanding. ● Synthesize ideas across texts to make broader connections about themes and literary techniques.

<table>
<tr>
<td>

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:

- Write to grow ideas about a text.
- Reread closely and carefully to identify evidence that best supports a claim.
- Support a thesis with a variety of evidence.
- Sort and rank their reasons and evidence, choosing the order that will best convince their readers of their claim.

</td>
<td>

- Reflect on personal reading growth and how studying an author's works deepens comprehension.
- Record and organize evidence and ideas in notebooks or journals to support discussion and analysis.

Writing

- Analyze texts closely to identify patterns, themes, character development, and author's craft.
- Generate ideas and gather textual evidence to support interpretations or opinions.
- Make inferences and draw conclusions about a text's meaning, theme, or author's purpose.
- Write literary essays that clearly state a claim or interpretation.
- Use textual evidence effectively, including quotes and examples, to support ideas.
- Organize essays with a clear structure: introduction, body paragraphs, and conclusion.
- Use precise language, domain-specific vocabulary, and an academic tone.
- Revise essays to improve clarity, coherence, and elaboration.
- Participate in shared and interactive writing to model structure and collaborative thinking.
- Edit essays for grammar, punctuation, sentence structure, and spelling to produce polished work.

</td>
</tr>
<tr>
<td colspan="2">Instructional Plan</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>Resources</td>
</tr>
<tr>
<td>Lesson Example: Writing a Literary Essay — Making a</td>
<td>Resources for on-grade students:</td>
</tr>
</table>

Claim About a Text

I Do:
I explain that today writers will practice noticing important ideas in a text and turning them into a clear claim for a literary essay. I model using a short excerpt from a familiar text, for example, a scene in *Because of Winn-Dixie* where Opal befriends a lonely character. I read aloud and think aloud: "Opal's action of reaching out shows she wants to help others feel included. My claim could be: 'Opal is compassionate because she notices when others feel lonely and takes action to help.'" I underline the sentences that support this idea and model writing a sentence that clearly states my claim, explaining that a strong essay begins with a focused claim that can be supported with evidence from the text.

We Do:
Next, as a class, we read another short scene from the same text together. I guide students to notice an important action or dialogue and discuss what it reveals about the character. Students suggest ideas such as "He is brave," "She is thoughtful," or "He learns from his mistakes." I chart these suggestions and model how to refine them into a precise claim. Together, we co-write a sentence that captures the character's action and what it reveals about them, discussing how to make the claim strong and focused enough to support with evidence.

They Do:
Students then choose a short passage from their independent reading book and identify one important action or choice a character makes. They write a claim in their notebooks using a frame like: "I think my character is ___ because ___," citing at

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:
- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:
- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:
- Heinemann Flights
- Reading A-Z
- Scholastic news

least one piece of text evidence to support it. Students share their claims with a partner, explaining their thinking and discussing whether the evidence supports the claim. I circulate to confer individually, prompting students to clarify their ideas, strengthen their claims, and ensure they can use the claim as the foundation for a full literary essay. **Lesson Example: Noticing an Author's Craft and Signature Moves** **I Do:** I explain that today readers will practice reading like a fan by noticing patterns in an author's writing—what the author does repeatedly that makes their stories special. I model with a short excerpt from a chosen author's text, for example, Kate DiCamillo. I read aloud a passage and think aloud: "I notice how the author shows a character's emotions through small actions, like twitching eyebrows or fiddling with their hands, instead of just telling us how they feel. This seems to be a signature move the author uses to make characters feel real. I underline those actions and jot a note: 'Author shows emotion through behavior rather than telling.' This helps me pay attention to what makes the author's writing unique." **We Do:** Next, as a class, we read another short excerpt from the same author together. I ask students to notice repeated techniques or patterns, prompting questions such as: "What does the author do to make us care about the characters?" and "What patterns do you see in how the author describes feelings, settings, or dialogue?" Students suggest ideas like "She uses animals to reflect feelings," "She uses short sentences for suspense," or	

"She repeats small gestures to show mood." Together, we chart these observations and discuss how they contribute to the story's impact, modeling how to notice and describe an author's craft with specific examples. **They Do:** Students then select a short passage from their independent reading of the same author and identify at least one pattern, technique, or 'signature move' the author uses. They jot notes in their reading notebook, explaining both what the author does and why it works: "The author shows ___ by ___, which makes the reader feel ___." Students share their observations with a partner, pointing to specific words or actions in the text. I circulate to confer individually, helping students refine their language, notice subtler patterns, and connect these techniques to the author's overall style.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive

- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Year of the Dog by Grace Lin
The Year of the Dog by Grace Lin
Hot Day on Abbott Avenue by Karen English
Home of the Brave by KAtherine Applegate
Fly Away Home by Eve Langston Hughes

The Carver Chronicles series by Karen English
Children of the Red King series by Jenny Nimmo
I Want to Be a Zookeeper by Dan Liebman
Secrets of Droon series by Tony Abbott

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

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: 30 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

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

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Avoid fragments, run-ons and rambling sentences, and comma splices.
B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
C. Ensure agreement between subject and verb and between pronoun and antecedent.
D. Distinguish between frequently confused words.
E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
H. Spell grade appropriate words correctly, consulting references as needed.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

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.VI.5.3. 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.

Reading

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

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

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

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

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

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

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

Writing

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

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

or similar topics.

W.IW.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 aid in 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.NW.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.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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

Primary Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)
9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social
9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** • How do authors use evidence to support their arguments, and why is it essential to critically evaluate this evidence? • What role does agency play in our research process, and how can we take ownership of our learning when exploring debatable issues? **Writing:** • How do I choose and research a topic with opposing viewpoints? • How do I make a claim and support it with relevant, text-based evidence? • How do I select evidence that is most compelling to my argument?	**Unit Goals** **Reading** • Identify and summarize main ideas and supporting details in nonfiction texts on debatable topics. • Determine the author's purpose, point of view, and argument in a text. • Analyze how authors use reasons, evidence, and examples to support claims. • Evaluate the credibility, relevance, and bias of multiple sources. • Compare and contrast multiple accounts of the same issue or event. • Make inferences and draw conclusions based on textual evidence. • Synthesize information across multiple sources to answer research questions. • Identify patterns, connections, and conflicting

<table>
<tr>
<td>Enduring Understandings
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
● 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</td>
<td>information in texts.

● Engage in collaborative discussions about debatable topics, citing evidence from texts.
● Record and organize evidence and ideas to support research and eventual argumentative writing.

Writing
● Generate questions and conduct research using multiple sources on a debatable topic.
● Evaluate sources for credibility, relevance, and bias.
● Organize research findings logically to plan an argumentative essay.
● Write a clear opinion or claim about a debatable topic.
● Support claims with logically ordered reasons, facts, and textual evidence from multiple sources.
● Link ideas and evidence coherently using appropriate transitions and academic language.
● Write a concluding statement that reinforces the claim and summarizes key evidence.
● Revise writing for clarity, coherence, and elaboration.
● Edit writing for grammar, punctuation, sentence structure, and spelling.
● Share and publish argumentative writing, reflecting on how evidence strengthens the argument.</td>
</tr>
<tr>
<td colspan="2">Instructional Plan</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>Resources</td>
</tr>
</table>

Lesson Example: Evaluating Sources to Support a Claim

I Do:
I explain that today readers will practice evaluating sources carefully to see if they provide strong evidence for a debatable issue. I model using a short article or excerpt about a school-related issue, such as whether students should have longer recess. I think aloud: "This article says students perform better when they have more outdoor time. I notice the author cites a study from a credible educational website. That makes the evidence strong. But this other article is just an opinion piece with no data, so it isn't as reliable. I underline the evidence I trust and jot a note: 'Strong sources give facts or research; weak sources give only opinions.' This helps me decide which sources I can use in my argument."

We Do:
Next, as a class, we read another short passage together on a different debatable issue, such as school uniforms. I guide students to notice what kind of evidence the author uses—statistics, expert opinions, anecdotes, or unsupported claims. Students suggest observations like, "This fact is backed by a survey, so it's credible," or "This is just someone's opinion, so we should check it." We chart the evidence together, discussing why some sources are stronger than others. I model how to annotate the text, marking strong evidence with a star and weaker evidence with a question mark, showing how readers critically evaluate sources before using them in their own arguments.

They Do:
Students then choose a short article or excerpt on a debatable

Resources for on-grade students:
- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:
- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:
- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:
- Heinemann Flights
- Reading A-Z
- Scholastic news

topic from a teacher-provided set or independent research. They identify evidence that supports or challenges the claim, annotating their text and explaining in their notebook why the source is credible or not. Students write a brief note: “I think this evidence is strong/weak because ___.” Afterward, they share their findings with a partner, discussing which evidence they would use in an argument and why. I circulate to confer individually, helping students think critically about source reliability and the quality of evidence, reinforcing the skill of using trustworthy sources to support a claim. **Lesson Example: Crafting a Claim with Supporting Evidence for an Argument Essay** **I Do:** I explain that today writers will practice crafting a strong claim for their research-based argument essay and choosing evidence to support it. I model using a familiar debatable topic, such as whether students should have longer recess. I think aloud: “I want my claim to be clear and specific: ‘Students should have longer recess because it improves focus, health, and social skills.’ I underline the three reasons in my claim. Then I look at my research notes and pick evidence that supports each reason. For example, a study says children who exercise more concentrate better in class. I jot this evidence next to my claim to show how I’ll use it in my essay.” **We Do:** Next, as a class, we choose a new topic together, like adding more books to the school library. I guide students to brainstorm a clear claim and discuss reasons to support it. Students suggest evidence from short articles or studies, and we chart it together. I	

model how to write a sentence linking the evidence to the claim: "Because the library offers more books, students can explore topics they are curious about, which increases motivation to read." We practice refining our claim so it is precise, and discuss how each piece of evidence strengthens the argument. **They Do:** Students then choose a topic for their own essay, write a clear claim in their notebook, and select 2–3 pieces of evidence from their research to support it. They write a short paragraph connecting the evidence to the claim using linking words like "because" or "this shows that." After drafting, students share their claim and evidence with a partner, discussing whether the evidence convincingly supports the claim. I circulate and confer, helping students clarify their reasoning, strengthen their evidence, and ensure their claim is specific and debatable enough for an essay. PCR (prose constructed response/open ended response) using the RACE Writing strategy to compare two texts ○ Example PCR *Collect and assess for understanding. Can be used as a formative OR summative assessment (PCR)*	

Suggested Options for Differentiation
Examples of Accommodations & Modifications

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing

- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)

- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions

- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest

- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva

- Jump rope readers

Various Levels of Text:
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 Aliki
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

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations
- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

UNIT 5: **Reading**: Reading Test Prep, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Writing Test Prep, Shared Writing, Interactive Writing	**Duration: 20 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar

multisyllabic words in context and out of context.

Fluency

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

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

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

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

A. Avoid fragments, run-ons and rambling sentences, and comma splices.
B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
C. Ensure agreement between subject and verb and between pronoun and antecedent.
D. Distinguish between frequently confused words.
E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
H. Spell grade appropriate words correctly, consulting references as needed.

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

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

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

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.VI.5.3. 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.

Reading

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

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

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

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

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

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

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

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

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

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

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

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

or similar topics.

Writing

W.AW.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.IW.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 aid in 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.NW.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.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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

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

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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

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

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

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

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

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

Supporting and Additional Standards

https://www.nj.gov/education/standards/ela/2023/5.shtml

Primary Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that

influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **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? **Enduring Understandings** **Reading** ● Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective	**Unit Goals** **Reading** ● Quote accurately from texts to support explicit ideas and inferences. ● Determine main ideas or themes and summarize key details. ● Compare and contrast characters, events, ideas, or information across texts. ● Analyze how chapters, sections, or features contribute to overall meaning. ● Evaluate the meaning of words and phrases, including figurative and academic language. ● Explain how authors use reasons and evidence to support claims. ● Integrate information from multiple sources to answer questions or solve problems. ● Identify patterns, connections, and differences across

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.	texts. ● Engage in discussions to clarify understanding and cite textual evidence. ● Record and organize evidence and ideas for analysis and discussion. **Writing** ● Write opinion, informative/explanatory, and narrative texts with clear focus and organization. ● Develop ideas with supporting reasons, evidence, or details appropriate to the task. ● Use domain-specific and academic vocabulary to enhance clarity and precision. ● Organize writing with clear introductions, body paragraphs, and conclusions. ● Use transitions to link ideas and maintain coherence. ● Revise writing to improve clarity, elaboration, and logical flow. ● Edit writing for grammar, punctuation, spelling, and sentence structure. ● Draw evidence from texts to support analysis, reflection, or research. ● Conduct short research projects to answer questions and gather relevant information. ● Reflect on writing to evaluate effectiveness and communicate ideas clearly for an audience.
Instructional Plan	
Suggested Activities	**Resources**

Lesson Example: Answering Multiple-Choice Questions Using Text Evidence

I Do:

I explain that today readers will practice answering multiple-choice questions by finding evidence in the text to support their answers, which is key for success on standardized reading tests. I model using a short nonfiction passage and a sample question, such as: "Why did the main character decide to leave the city?" I read aloud and think aloud: "The passage says she was worried about the flooding and wanted to protect her family. I underline these sentences and use them to eliminate answer choices that don't match. The correct choice is the one that matches the text evidence. I show how I cross out the wrong answers and circle the best one, explaining why text evidence is the guide."

We Do:

Next, as a class, we read another short passage together. I project a multiple-choice question and guide students to locate evidence in the text. We discuss each answer choice, talking about why some are incorrect and which one is supported by the evidence. Students suggest phrases or sentences from the passage to support their reasoning. Together, we write a short explanation justifying the correct answer, modeling how to cite evidence while answering multiple-choice questions.

Resources for on-grade students:

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:

- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news

They Do: Students then work independently with a short passage and a multiple-choice question from a practice set. They underline or highlight evidence in the text, eliminate incorrect answer choices, and select the best answer. In their notebooks, they write a brief explanation of why the answer is correct, citing specific text evidence. Students share their thinking with a partner, discussing how the evidence supports the chosen answer. I circulate and confer, helping students notice subtle clues in the text and reinforcing the importance of using evidence rather than guessing. **Lesson Example: Writing a Clear, Evidence-Based Response to a Prompt** **I Do:** I explain that today writers will practice answering a test prompt clearly and supporting their response with evidence from the text, which is an essential skill for standardized writing assessments. I model with a short passage and a sample prompt, such as: "Explain why the character decided to help her friend." I think aloud: "The text says she noticed her friend was sad and lonely. I can use this evidence to answer the question. My response might start: 'The character decided to help her friend because she saw that her friend was sad and wanted to make her feel better.' I underline the key evidence in the text and show how I include it in my answer to make my reasoning clear."	

We Do:

Next, as a class, we read another short passage together and examine a similar prompt. I guide students to locate evidence in the text that supports the answer. We discuss each possible response, noting which answers are strong because they cite specific evidence and which are weak because they only give opinions. Together, we draft a model response as a class, showing how to start with a clear statement, use textual evidence, and explain how the evidence supports the answer. I model writing concise, precise sentences that directly address the prompt.

They Do:

Students then work independently with a short passage and a test-style prompt. They underline evidence in the text and write a response that answers the prompt clearly, including at least one piece of evidence. Students use a sentence frame like: "I think ___ because ___," citing textual details to support their reasoning. After writing, they share their responses with a partner and discuss whether the evidence convincingly supports their answer. I circulate to confer, helping students clarify reasoning, strengthen evidence, and refine their responses for clarity and precision, reinforcing the strategies for successful test writing.

Suggested Options for Differentiation

Examples of Accommodations & Modifications

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)

- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books

- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Year of the Dog by Grace Lin
The Year of the Dog by Grace Lin
Hot Day on Abbott Avenue by Karen English
Fly Away Home by Eve Bunting
Children of the Red King series by Jenny Nimmo
The Carver Chronicles series by Karen English
Nikki and Deja series by Karen English
Secrets of Droon series by Tony Abbott
Dyamonde Daniels by Nikki Grimes
The Bat series by Elana K. Arnold
The Fear Street Series by R.L. Stine
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
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 Aliki
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
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)

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

UNIT 6: **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 **Writing:** Shaping Texts: From Essay to Narrative to Memoir (Book 4), Shared Writing, Interactive Writing	**Duration: 30 Days**

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

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

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

Fluency

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

D. Read grade-level text with purpose and understanding.
E. Read grade-level text orally with accuracy, appropriate rate, and expression.
F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

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

I. Avoid fragments, run-ons and rambling sentences, and comma splices.
J. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
K. Ensure agreement between subject and verb and between pronoun and antecedent.
L. Distinguish between frequently confused words.
M. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
N. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
O. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
P. Spell grade appropriate words correctly, consulting references as needed.

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

D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
E. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

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

D. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
E. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
F. 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.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Reading

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

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

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

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

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

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

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

Writing

W.AW.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.IW.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 aid in 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.NW.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.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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

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

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

or similar topics.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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

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

Primary Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that

influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** • How can I use all that I know about nonfiction reading and research to learn more about my topic? • How can I understand what I read, aware not just of the content but also of the structure and of reasons why that structure is a good one for carrying the content? • How can I organize learning that allows me to read across multiple texts, studying multiple perspectives? **Writing:** • How do writers structure a memoir to enhance the audience's experience? • How do writers use reflection to make sense of prior experiences?	**Unit Goals** **Reading** • Identify and summarize main ideas and supporting details in informational and historical texts. • Analyze the relationships between events, people, and ideas within and across texts. • Evaluate the credibility, perspective, and bias of multiple sources. • Compare and contrast multiple accounts of the same historical events. • Determine the meaning of domain-specific, technical, and figurative language in context. • Explain how authors use evidence and reasoning to support claims or arguments. • Make inferences and draw conclusions based on textual evidence. • Integrate information from multiple sources to answer

<table>
<tr>
<td>Enduring Understandings
Reading:

● Nonfiction texts can aid in understanding topics in other academic areas.
● Nonfiction strategies and tools are needed to read content based texts.
● Reading across multiple texts will give multiple perspectives on the same topic.

Writing:

● Memoir follows a logical sequence telling a story from a personal perspective.
● Writers of memoir look back in time to make sense of a prior experience(s) and through the reflective process bring meaning to the memories in their writing.</td>
<td>questions and solve problems.
● Synthesize information to build understanding of social issues and historical movements.
● Engage in discussions citing textual evidence to support analysis and interpretations.

Writing
● Write opinion, informative/explanatory, and narrative texts with clear focus, organization, and development.
● Develop ideas with supporting evidence, reasons, or elaboration appropriate to the genre.
● Craft introductions, body sections, and conclusions that suit essay, narrative, or memoir formats.
● Use transitions and organizational structures to link ideas and maintain coherence.
● Integrate textual evidence or personal experiences to support analysis or reflection.
● Revise writing to improve clarity, elaboration, and overall structure.
● Edit writing for grammar, punctuation, spelling, and sentence structure.
● Experiment with voice, style, and literary techniques appropriate to essay, narrative, or memoir.
● Reflect on writing to evaluate effectiveness and communicate ideas clearly for an audience.
● Share and publish writing, demonstrating awareness of purpose, audience, and genre conventions.</td>
</tr>
<tr>
<td colspan="2">Instructional Plan</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>Resources</td>
</tr>
</table>

Lesson Example: Identifying Main Ideas and Supporting Details in Historical Texts

I Do:

I explain that today readers will practice identifying main ideas and supporting details in historical texts to understand the key points about the Civil Rights Movement. I model using a short passage about the Montgomery Bus Boycott. I read aloud and think aloud: "The passage talks about how Rosa Parks' arrest led to a citywide boycott. The sentences that describe people refusing to ride the buses, organizing car pools, and attending meetings show the scope of the action. I underline these supporting details and summarize the main idea in my notebook: 'The Montgomery Bus Boycott was a community effort to challenge segregation laws.' I highlight that strong readers pull out main ideas and the details that support them to understand complex history."

We Do:

Next, as a class, we read another short passage together, such as one about the March on Washington. I guide students to notice what the author emphasizes and what details explain or support that point. Students suggest ideas like "Thousands of people gathered to demand civil rights," or "Leaders gave speeches to inspire change." We chart these observations and model how to write a main idea sentence supported by 2–3 details from the text, showing how each detail strengthens understanding of the historical event.

They Do:

Students then choose a section from their independent reading text or a teacher-provided passage about the Civil Rights

Resources for on-grade students:

- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:

- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news

Movement. They underline supporting details and write a main idea sentence in their notebooks, linking it to at least 2 pieces of evidence from the text. Students share their work with a partner, explaining why the details support the main idea. I circulate and confer, helping students refine their main idea statements, select the most relevant evidence, and connect events to the broader historical context for deeper comprehension. **Lesson Example: Turning a Personal Experience into a Narrative Memoir** **I Do:** I explain that today writers will practice turning a personal experience into a narrative memoir by focusing on specific moments, details, and feelings. I model with a short personal anecdote from my own life, such as learning to ride a bike. I think aloud: "Instead of just saying, 'I learned to ride my bike,' I want to show the reader what it felt like. I describe my hands gripping the handlebars, my heart racing, and the wind whipping past my face. I underline the sensory details and jot a note: 'Use actions, thoughts, and feelings to make the scene vivid.' Then I write a short narrative paragraph that captures this moment fully, modeling how memoir is more than telling—it's showing the reader the experience." **We Do:** Next, as a class, we choose a small moment from a shared experience, like a class field trip or a school assembly. I guide students to notice small, meaningful details—what they saw, heard, and felt—and how to turn these into a narrative paragraph. Students offer ideas, and together we craft a paragraph that includes action, dialogue, and sensory details. I	

model revising sentences to make the moment more vivid, showing how adding thoughts or reflections deepens the memoir. **They Do:** Students then choose a personal moment from their own lives and write a short narrative memoir paragraph in their notebooks. They focus on including at least one sensory detail, an action, and a thought or feeling. After writing, they share their paragraphs with a partner, discussing which details help the reader experience the moment. I circulate to confer, prompting students to add stronger sensory language, clarify actions, and reflect on the significance of the moment to make their memoir vivid and engaging.	

Suggested Options for Differentiation
Examples of Accommodations & Modifications

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading

- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow

- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
You Wouldn't Want to Be series
The Book-American History series
Cobblestone Magazine
Ten Mile Day: and the Building of the Transcontinental Railroad by Mary Ann Fraser

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.

Unit 7: **Reading:** Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening	**Duration: 20 Days**

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

Standards/Learning Targets

Focus Standards (Major Standards)

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

G. Read grade-level text with purpose and understanding.
H. Read grade-level text orally with accuracy, appropriate rate, and expression.
I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

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

Q. Avoid fragments, run-ons and rambling sentences, and comma splices.
R. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
S. Ensure agreement between subject and verb and between pronoun and antecedent.
T. Distinguish between frequently confused words.
U. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
V. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

W. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
X. Spell grade appropriate words correctly, consulting references as needed.

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

G. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
H. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
I. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

G. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
H. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
I. 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.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Reading

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

drawing inferences from the text.

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

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

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

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

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Writing

W.NW.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.

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

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a

day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

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

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

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

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

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

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

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

Supporting and Additional Standards

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

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

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

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

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

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

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

W.AW.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.IW.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 aid in 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.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

A. Consider audience, purpose, and intent before writing.
B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
C. Consider writing as a process, including self-evaluation, revision and editing.
D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

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

Primary Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials

Computer Science and Design Thinking Standards

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

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

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8)

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

ML WIDA Can Do Descriptors: Grade Level Cluster 3-5

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, or phrases • Follow one-step oral directions (e.g., physically or through drawings) • Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") • Match classroom oral language to daily routines	• Categorize content-based pictures or objects from oral descriptions • Arrange pictures or objects per oral information • Follow two-step oral directions • Draw in response to oral descriptions • Evaluate oral information (e.g., about lunch options)	• Follow multi-step oral directions • Identify illustrated main ideas from paragraph-level oral discourse • Match literal meanings of oral descriptions or oral reading to illustrations • Sequence pictures from oral stories, processes, or procedures	• Interpret oral information and apply to new situations • Identify illustrated main ideas and supporting details from oral discourse • Infer from and act on oral information • Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	• Carry out oral instructions containing grade-level, content-based language • Construct models or use manipulatives to problem-solve based on oral discourse • Distinguish between literal and figurative language in oral discourse • Form opinions of people, places, or ideas from oral scenarios	**Level 6 - Reaching**
SPEAKING	• Express basic needs or conditions • Name pre-taught objects, people, diagrams, or pictures • Recite words or phrases from pictures of everyday objects and oral modeling • Answer yes/no and choice questions	• Ask simple, everyday questions (e.g., "Who is absent?") • Restate content-based facts • Describe pictures, events, objects, or people using phrases or short sentences • Share basic social information with peers	• Answer simple content-based questions • Re/tell short stories or events • Make predictions or hypotheses from discourse • Offer solutions to social conflict • Present content-based information • Engage in problem-solving	• Answer opinion questions with supporting details • Discuss stories, issues, and concepts • Give content-based oral reports • Offer creative solutions to issues/problems • Compare/contrast content-based functions and relationships	• Justify/defend opinions or explanations with evidence • Give content-based presentations using technical vocabulary • Sequence steps in grade-level problem-solving • Explain in detail results of inquiry (e.g., scientific experiments)	

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match icons or diagrams with words/concepts • Identify cognates from first language, as applicable • Make sound/symbol/word relations • Match illustrated words/ phrases in differing contexts (e.g., on the board, in a book)	• Identify facts and explicit messages from illustrated text • Find changes to root words in context • Identify elements of story grammar (e.g., characters, setting) • Follow visually supported written directions (e.g., "Draw a star in the sky.")	• Interpret information or data from charts and graphs • Identify main ideas and some details • Sequence events in stories or content-based processes • Use context clues and illustrations to determine meaning of words/phrases	• Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) • Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) • Find details that support main ideas • Differentiate between fact and opinion in narrative and expository text	• Summarize information from multiple related sources • Answer analytical questions about grade-level text • Identify, explain, and give examples of figures of speech • Draw conclusions from explicit and implicit text at or near grade level	Level 6 - Reaching
WRITING	• Label objects, pictures, or diagrams from word/phrase banks • Communicate ideas by drawing • Copy words, phrases, and short sentences • Answer oral questions with single words	• Make lists from labels or with peers • Complete/produce sentences from word/ phrase banks or walls • Fill in graphic organizers, charts, and tables • Make comparisons using real-life or visually-supported materials	• Produce simple expository or narrative text • String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	• Take notes using graphic organizers • Summarize content-based information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	• Produce extended responses of original text approaching grade level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Concepts of print assessment

- Kahoot
- Flipgrid
- Epic
- BrainPop Jr.
- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Writing Portfolios
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment
- Writing Portfolios

Benchmark Assessments

- DRA
- Spelling Inventory
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt
- Lumos Learning

• Reflective/response journals • Reading A-Z Guided Level Assessments • Kahoot • Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time • My Reading Log and Reflections • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit 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?	**Unit Goals** **Reading** • Identify and summarize the central themes of fantasy texts. • Analyze how characters, settings, and events contribute to theme development. • Interpret the use of symbols, motifs, and figurative language in fantasy literature. • Compare and contrast characters, events, or settings within and across texts. • Explain how chapters, scenes, or episodes contribute to overall story structure and meaning. • Determine the meaning of words and phrases, including figurative, idiomatic, and literary language. • Integrate information across multiple fantasy texts to deepen understanding of themes and ideas. • Make inferences and draw conclusions based on textual

<table>
<tr>
<td>

Enduring Understandings

Reading:

Writing:

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

</td>
<td>

evidence.

- Engage in collaborative discussions about fantasy texts, citing evidence to support interpretations.
- Record and organize textual evidence and ideas to support analysis of theme and symbolism.

Writing

- Write imaginative fantasy narratives with clear focus, plot, and structure.
- Develop characters, settings, and events that support the story's theme and conflict.
- Use dialogue, description, and pacing to enhance storytelling.
- Incorporate figurative language, literary devices, and symbolism to enrich writing.
- Organize events sequentially, creating a logical and engaging narrative flow.
- Revise writing to improve clarity, elaboration, and overall narrative impact.
- Edit writing for grammar, punctuation, spelling, and sentence structure.
- Draw evidence from fantasy texts to inspire and inform narrative choices.
- Experiment with voice, style, and narrative techniques appropriate for fantasy writing.
- Share and publish writing, demonstrating awareness of audience, purpose, and genre conventions.

</td>
</tr>
<tr>
<td colspan="2">Instructional Plan</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>Resources</td>
</tr>
</table>

Lesson Example: Identifying Symbols to Understand Theme in Fantasy Texts

I Do:
I explain that today readers will practice noticing symbols in fantasy texts and thinking about how those symbols help reveal the story's theme. I model with a short excerpt from a fantasy novel, for example, a scene where a character carries a glowing key. I think aloud: "The key keeps appearing in important moments, so it might symbolize hope or a solution. I underline the passages where the key appears and jot a note: 'Symbol → what it might represent.' I model writing a sentence connecting the symbol to the theme: 'The glowing key represents hope, showing that even in dark times, the character can find a way forward.' This shows students how to track symbols and connect them to big ideas."

We Do:
Next, as a class, we read another short passage from the same fantasy text. I ask students to notice objects, colors, or events that seem important and might symbolize something. Students suggest ideas such as "The dragon might represent fear," or "The enchanted forest might symbolize adventure." Together, we discuss how these symbols connect to the story's larger themes and chart our ideas. I model how to write a sentence linking a symbol to the theme, showing how multiple symbols can work together to deepen understanding of the text.

They Do:
Students then select a short section from their independent fantasy book club text and identify one symbol. They underline evidence in the text and write a short explanation in their

Resources for on-grade students:
- *Supporting All Reader's Book*
- Partners (turn-and-talk, heterogenous, homogenous)
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
- Anchor Charts
- Graphic organizer with sentence stems

Resources for students approaching grade level expectations:
- *Supporting All Reader's Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:
- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- "I wonder" questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:
- Heinemann Flights
- Reading A-Z
- Scholastic news

notebooks, connecting the symbol to the theme: “I think the ___ represents ___ because ___.” Students share their findings with a partner, discussing whether the symbol supports the theme and considering other possible interpretations. I circulate to confer, prompting students to refine their ideas, cite clear evidence, and connect symbols thoughtfully to the story’s deeper meaning. **Lesson Example: Creating a Magical Setting in Fantasy Writing** **I Do:** I explain that today writers will focus on creating a magical setting that feels real to the reader. I model using a short fantasy scenario, for example, a floating island in the clouds. I think aloud: “I want my reader to imagine what it looks, sounds, and feels like. I describe the sparkling waterfalls, the soft clouds that cushion each step, and the sound of wind whistling through crystal towers. I underline the sensory details and jot a note: ‘Use sights, sounds, and textures to make the magical world vivid.’ Then I write a short paragraph, showing how I combine these details to make the setting feel alive and believable.” **We Do:** Next, as a class, we brainstorm a magical setting together, such as an enchanted forest or an underwater kingdom. I guide students to notice what makes the setting magical and how to include sensory details, unusual creatures, or unexpected rules. Students suggest ideas like “trees glow at night,” “fish talk to each other,” or “gravity works differently here.” We collaboratively write a paragraph, modeling how to weave these imaginative details together to create a vivid setting, discussing	

which details make the scene most engaging for readers. **They Do:** Students then choose their own fantasy setting and write a short paragraph in their notebooks, including at least three sensory details and one magical rule or unusual feature. After writing, they share their paragraphs with a partner, explaining how their details make the setting feel magical and real. I circulate to confer, prompting students to add more descriptive language, clarify magical elements, and ensure their setting enhances the story's mood and plot.	

Suggested Options for Differentiation
Examples of Accommodations & Modifications

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- 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
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”
- 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
- 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 to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement
- 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 to assist

Gifted And Talented:

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, Alternatives And Choices To Differentiate And Broaden The Curriculum
- Teach Cognitive And Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions

- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction
- 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

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

Core Instructional and Supplemental Materials

Core Instructional and Supplemental Materials
Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- 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, 2023
- 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/
- www.lumoslearning.com
- HMH Writable
- Google Suite and Classroom
- Canva
- Jump rope readers

Various Levels of Text:
The Thief of Always by Clive Barker
The Paper Bag Princess by Robert Munsch
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)

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- Writable
- Lumos Learning
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Actively Learn
- Writable
- Lumos Learning
- Leveled Text according to data
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- CommonLit
- Leveled Text according to data
- Writable
- Lumos Learning
- District approved Novels

Unit Reflection

Please use the space below to record any notes / reflections after teaching the unit.