Standard Alignment September 2017

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Pacing Guide

Unit	Anticipated Timeframe
Unit 1: Forming good classroom study and reading habits, Informative/explanatory, opinion, and narrative texts vocabulary and word study, Grade level reading comprehension skills and strategies, determine main ideas, details, central ideas	**40 Days**
Unit 2: Greater focus on fiction .Informative/explanatory, research, and narrative texts, vocabulary and word study, text structure, poems, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme	**45 Days**
Unit 3: Greater focus on nonfiction.Read and write informative/explanatory, and narrative texts, research, vocabulary and word study, text structure, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme, summarizing, support opinions.	**45 Days**

Unit 4: Read and write informative/explanatory, and narrative texts, research, vocabulary and word study, text structure, poems, story elements, text features, grade level reading comprehension skills and strategies, determine main ideas, details, central ideas, and theme, summarize, research informational texts and write an article.	**45 Days**

Core materials:
Pearson *ReadyGen*
HMH *Read 180*
Classroom Novels

Correlation Key		
Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices

Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Reading Unit 1:	**Duration:** September – October
	Approximately 40 days
Standards	

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

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

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

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

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

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

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

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

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

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
W 5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

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

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

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

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

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

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

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

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

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

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

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.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights
6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Computer Science and Design Thinking & Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Career Readiness, Life Literacies, and Key Skills

 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
9.2.5.CAP.2: Identify how you might like to earn an income.
9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

Essential Understandings	Essential Questions
- Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). - Readers monitor their comprehension. - Readers support their understanding with evidence. - Learning requires all members of the classroom community to engage in collaborative and active discussion. - Authors write for an audience with a specific purpose in mind. - Authors write using an organizational structure that supports their purpose. - Authors write narratives using effective craft techniques. - Authors revise and edit their work to improve the clarity and quality of their piece.	- What behaviors do effective readers exhibit? - How do readers clearly communicate their thinking to others? - What do you need to know about yourself as a reader in order to grow? - What behaviors do effective writers exhibit? - How does maintaining a writer's notebook support the writing process? - What do you need to know about yourself as a writer in order to grow? - How do authors utilize the writing process (generating ideas, selecting, collecting, drafting, revising, editing) in order to produce a published piece?
**Evidence of Student Learning**	

| Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

You are a librarian at the Ocean County Library. You have been invited to teach a 1st grade class how to engage with a text and apply self-monitoring skills. Be sure to use a mentor text to demonstrate how your brain thinks as a reader while engaging with the text. | **Other Assessments**
Formative Writing Conferences Small Group Work Student Self-Reflections Collecting Independent Work Quick Writes **Summative** On-Demand Writing Process Piece |

You are the author of your favorite book. You've been invited to a conference for young readers to promote your newly published book. Design a presentation for you book that entices readers and creates excitement over your newest publication. Be mindful not to spoil the ending. You are a cartoon artist or designer. Create a cartoon or strip to illustrate how writers use the writing process to share with their peers.	● Reading Response Assessment ● ReadyGen Unit Assessments ● Linkit Skills Assessments **Benchmark** ● HMH Reading Inventory ● Linkit Assessment A ● ReadyGen Benchmark Assessments **Alternative** ● Reading Comprehension Questions ● Written Comprehension Responses ● Record Anecdotal Notes ● Response Journals ● Quick writes
Knowledge and Skills	
Content	**Skills**
Students will... ● Develop an understanding of themselves as readers ● Learn to self-select appropriate texts ● Set goals for themselves as readers ● Recognize the differences between genres ● Apply self-monitoring skills ● How to have reading conversations and accountable talk	*Students will be able to …* ● Develop rituals and routines for reading workshop ● Evaluate themselves as readers ● Utilize different strategies to monitor their own comprehension ● Explain their thinking and grow their ideas together as readers ● Practice positive reading behaviors ● Establish reading goals

- How to maintain a reader's notebooks - The teacher's role/student's' role in a workshop classroom - How to use Stop-n-Jots to track their thinking as a reader - Recognize the various reasons writers write in order to produce clear and coherent writing is developed and organized - Utilize mentor texts to show author's process and craft	- Analyze story elements to build comprehension - Participate in collaborative discussions - Use textual evidence to support thinking both in writing and conversations - Analyze text to determine the main ideas(s) presented by the author - Use key details to summarize the text - Think about the writer and his or her process and craft when reading mentor texts - Recognize writing is a process that takes hard work and time to create pieces of writing that are meaningful - Learn about themselves as writers by constructing a writing narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences - Personalize and share their Writer's Notebooks to build community - Learn about a number of authors, looking at where, what, why, and how they write - Use descriptive details and other narrative techniques when developing and organizing narrative texts - Develop and strengthen writing as needed by planning, researching, revising, editing, and publishing - Produce and publish a clear piece of writing in which development and organization are appropriate to purpose and audience.
Instructional Plan	

Suggested Activities	Resources
Classroom library tour - Students will become familiar with the organization of the library, as well as the books available.	Classroom library
Students will utilize mentor text to review genres - students will chart characteristics associated with different genres	Mentor texts from unit
Filling reading bag/baskets - Students will use the iPick anchor chart, their reading identity reflections, and the classroom library to build up their reading bags.	iPick anchor chart, reading interview, classroom library
Model and practice having reading conversations - Read the book Old Henry. Prior to practicing having a conversation based upon a book, develop an anchor chart with students on things to talk about and ways to start up a conversation. Facilitate whole class conversation on Old Henry.	Old Henry by Joan W. Blos "Getting a Conversation Started"
Students will utilize a reading log as a tool to track reading behaviors and progress.	Reading log
Students will develop a reading plan, wish list, and set reading goals.	Create a bookshelf in reader's notebook.
Review rubric, model, practice responding to open-ended questions - Using a mentor text from the unit, design a question and provide a model. Allow students to breakdown the rubric, score, and offer rationale for the score they assign to the model.	Constructed response rubric, mentor text and model response
websites: www.readworks.org www.newsela.com	Reading passages with comprehension activities Nonfiction read comprehen passages

Modifications
Special Education Students / 504 (*These are just suggested ideas to modify instruction. All modifications and accommodations should be specific to each student's IEP or 504 plan*) reduce/revise assignments & assignments as per IEP; provide individual and small group assistance; notes, and study guides; provide background knowledge. **English Language learners:** *use consistent, simplified language; provide bilingual when appropriate; provide cooperative learning opportunities, use modeling, visual aids, and manipulatives.* **Students at Risk of Failure:** *Provide less distracting seating if possible, frequent check-in by teacher, study guides, notes, etc.* **Gifted Students:** *provide additional enrichment activity involving demonstrating knowledge, deeper research to answer a higher level questions, or complimentary assignment.* *For additional modifications and accommodations, see below*
Suggested Options for Differentiation
Gifted and Talented ● Higher level questioning ● Students design their own questions to extended reading conversations ● Students design how to show their thinking as a reader ● Reflection and self-assessment ● Suggest compositional risks ● Expand their reading bookshelf to include a wide variety of text
Basic Skills/Economically Disadvantaged ● Remove unnecessary material, words, etc., that can distract from the content ● Deliver the content in "chunks" and then continue to build their knowledge and understanding ● Provide background knowledge

- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Provide multiple learning opportunities utilize and reinforce vocabulary
- Provide cross-content application of concepts, to help tie learning together when possible.
- Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress

English Language Learner

- Use images to teach everyday word
- Chunk text
- Use sentence frames
- Pre-Teach vocabulary
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

Special Education
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks

504
- Follow all 504 modifications
- Guided reading groups to reinforce skills

- Leveled books at student's independent levels
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.

Correlation Key		
Holocaust	Amistad	Financial Literacy

Career Readiness, Life Literacies, and Key Skills Practices	
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Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
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Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Reading Unit 2:	Duration: November – January Approximately 45 days
Standards	

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

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

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

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

RL 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or inform

RL 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

RL 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

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

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

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

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

SL 5.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

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

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.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

Computer Science and Design Thinking & Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices need to be secured.

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, and Key Skills

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

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. •

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

Essential Understandings	Essential Questions
- Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). - Readers monitor their comprehension. - Readers support their understanding with evidence. - Learning requires all members of the classroom community to engage in collaborative and active discussion. - Authors write for an audience with a specific purpose in mind. - Authors write using an organizational structure that supports their purpose. - Authors write essays using effective craft techniques. - Authors revise and edit their work to improve the clarity and quality of their piece.	- How does the type of text determine the reading strategies good readers use? - How does a reader use the elements of a story to determine the author's purpose and theme? - How does the structure of the text help the reader understand the meaning? - How do listening and speaking strategies contribute to understanding? - How do authors develop a thesis statements that supports their purpose? - How do authors provide their readers with information that supports their thesis? - What craft techniques are utilized by essay writers? - How do essay writers chose strategies for publishing and evaluating their work?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*	Other Assessments
Writing a short poem about a book is an effective way to summarize a topic, theme or character in an artistic way. Poetry is descriptive and emotional, so you can focus on elements of the book that inspired, intrigued or moved you. You won't be able to summarize the entire book in your short poem, so focus on one element, character or theme that stood out. Use alliteration, metaphors and symbolism to make your poem come to life. Reference for teacher: http://penandthepad.com/write-short-poem-book-7840629.html	**Formative** ● Reading Interviews ● Student Performance Checklist ● Writing Conferences ● Small Group Work ● Student Self-Reflections ● Collecting Independent Work ● Quick Writes ● Student Reflections ● Independent Work
You are a teacher responsible for facilitating a book talk with your 5th grade class. Using your favorite short story, design 3-5 higher level comprehension questions that will require your students to not only answer the question but extend their thinking. Be sure to design questions that require the students to consider all key elements of a story when responding to the questions. In preparation for the book talk, you must have key points that you will use to gauge your students' understanding of the selected text.	**Summative** ● *ReadyGen* Unit Assessments ● *Linkit* Skills Assessments ● On-Demand Writing ● Process Piece **Benchmark** ● *HMH* Reading Inventory ● *Linkit* Assessment B ● *ReadyGen* Benchmark Assessments
You are a candidate running for an official position in your community. Write a speech that you will present to the council and community stating your community concern. Present your concerns through your speech along with	**Alternative** ● Reading Comprehension Questions ● Written Comprehension Responses ● Record Anecdotal Notes ● Response Journals

your opinion on a topic of change. As good speech writers, you may include visuals such as a flyer, PowerPoint, display, video, graph, etc.	- Teacher Observation Checklist for Student Writing Behaviors - Verbal Response instead of Written Response - Untimed Modified Benchmark Writing Task
Knowledge and Skill	
Content	**Skills**
Students will... - Recognize different types and structures of fiction - Identify common story elements, narrative structure and key details in fiction texts - Use story elements and key details to determine the central theme - Compare and contrast 2 stories that contain the same theme - Use comprehension strategies: activating schema, make predictions, make connections, infer and ask questions - Understand how the point of view affects the way a story is told - Distinguish between external and internal conflicts in fiction and how these affect the resolution - Use descriptive language to create mental images or visualize what is taking place - Identify the structure of essay writing - Develop an understanding of themselves as writers who have influence over	*Students will be able to …* - Analyze story elements to build comprehension - Analyze text to determine which type of fiction it is - Analyze text structure as a comprehension tool - Monitor comprehension - Use textual evidence to support thinking both in writing and conversations - Apply context clues and background knowledge to determine the meaning of unfamiliar words - Analyze text to determine the main ideas(s) presented by the author and the author's purpose - Analyze text or texts on the same topic to determine point of view - Read a variety of fictional texts - Compare themes across texts - Describe how the visual elements of a text help tell the story - Listen to, read, and engage in a range of collaborative discussions on topics, features, and purposes of various opinion pieces on topics or texts, supporting a point of view with reasons and information

	● Analyze, reflect, and take notes on essay features and functions, drawing evidence from the texts to support their opinions by summarizing a written text ● Write essays that express their opinion on a topic and supply reasons and information to support their point of view. ● Introduce a topic by creating an engaging thesis statement that states their opinion and purpose ● Develop essay topics using facts, quotes, and concrete details ● Create paragraphs to logically group ideas and use words and phrases within each paragraph to link opinions and reasons ● Provide a concluding statement or section related to the opinion and information presented.

Instructional Plan	

Suggested Activities	**Resources**
Prior to reading, use questioning to determine type of fiction. Encourage students to choose a variety of fiction to read during independent reading. Monitor choices throughout the unit.	Variety of fiction texts from the grab-n-go section in the library and students' reading logs
Split class into small groups, assign each group a different mentor text and have students "clothesline" the events. Focus on story elements and time passage words to break the text down.	Mentor text from unit
Students will respond to reading through a bi-weekly reading response entry to assess understanding of text on students' just-right levels. Students will use textual evidence to justify the inferences made.	Fiction text response prompts to allow for student choice (based on students' needs)

End of Unit - Thematic Literature Circle Students will be grouped based on reading levels. Students will map out their reading plan on a calendar. Choice boards allows students the option to pick how to show their comprehension of the text. This is something that the students work on throughout the unit. Students will also design a question each session to then guide their discussion for the day.	Suggested theme: Tolerance Rules Wonder Extraordinary Arlene on the Scene *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist by* Cynthia Levinson *The Harmonica by* Tony Johnston Out of My Mind Stargirl
Have students analyze the meaning behind music videos, billboards, advertisements, etc. Have the students discuss how visual elements tell a story and interact with the text. Students analyze how visual elements deepen the meaning behind a piece of text. Students explain why they think the author has included these visual elements.	Howl's Moving Castle by Dianna Wynne Jones (it has been made into a Miyazaki Anime film)
Have the students consider two books in the same genre and describe the setting, plot, and theme for each one. Then have the students describe what the two books have in common for each category.	Student self-selected books
To help students increase their comprehension through visualization and fluency abilities, students will participate in reading readers' theaters scripts of their reading level	https://www.readinga-z.com/fluency/readers-theater-scripts/

and choice. Each student will work in a small group to evaluate their script and determine how to perform their play. Students will use physical and vocal choices to enhance their performance.	http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html
Students will identify author's point of view or opinion in an essay	- Mentor Texts: *Chameleons Are Cool* *Endangered Tigers* *Gentle Giant Octopus* *Hey, Little Ant* *A Quiet Place* *Sharks* *Surprising Sharks* *A Swim Through the Sea* *The Table Where Rich People Sit* *A Walk in the Rain Forest*

Suggested Options for Differentiation

Gifted and Talented

- Higher level questioning
- Students design their own questions to extended reading conversations
- Students design how to show their thinking as a reader
- Choice boards used to provide experiences to extend learning
- Expand their reading bookshelf to include a wide variety of text
- Use tier 3 vocabulary words

Basic Skills/Economically Disadvantaged

- Remove unnecessary material, words, etc., that can distract from the content
- Deliver the content in "chunks" and then continue to build their knowledge and understanding
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Provide multiple learning opportunities utilize and reinforce vocabulary
- Provide cross-content application of concepts, to help tie learning together when possible.
- Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress

English Language Learner

- Use images to teach everyday words
- Chunk text
- Use sentence stems
- Pre-Teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding

● Provide notes for mini-lessons to put into student's notebooks

504
- Follow all 504 modifications
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.

Correlation Key		
Holocaust	**Amistad**	**Financial Literacy**

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Reading Unit 3:	**Duration:** February - April Approximately 45 days
Standards	

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

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

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

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

RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts

RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

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

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

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

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

RI 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

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

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

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

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

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

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

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

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

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

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

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

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

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.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

Computer Science and Design Thinking & Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

8.2.2.ITH.3: Identify how technology impacts or improves life.

Career Readiness, Life Literacies, and Key Skills

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

9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy

9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.

Essential Understandings	Essential Questions
- Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). - Readers monitor their comprehension. - Readers support their understanding with evidence. - Learning requires all members of the classroom community to engage in collaborative and active discussion. - Authors revise and edit their work to improve the clarity and quality of their piece.	- What strategies do informational readers use to understand the text? (e.g., using context clues, questioning the author, prediction, re-reading, activating schema, summarizing, etc.) - How does understanding informational text features help a reader better understand its meaning (e.g., captions, headings, bold print)? - How does understanding structure and characteristics of a text impact the reader's comprehension?

	● What craft techniques are utilized by memoirists so that their readers get a glimpse as to what matters most in their life?
Evidence of Student Learning	
Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.* You are writer for a popular nighttime talk show. Create a David Letterman style "Top-Ten Reasons" list on a topic that is important to you. Choose how to present your list (Google slides, video, or poster) to the viewing audience. Students will create a scrapbook that features 3 of their memorable moments, achievements, or influences and present using multimedia components and visual displays. You are a song writer hired to create a parody of your memoir. Choose a song and change the lyrics to convey the story or your life. experience. Choose a format to perform or share/present your parody.	**Other Assessments** **Formative** ● Reading notebook responses ● Observations- Turn & Talk; Share ● Reading Conferences- one-on-one ● Small Group Work- Guided Reading & Strategy **Summative** ● Quizzes ● Reading Notebook Rubric ● Reading Response Assessment ● Reading Log Assessment ● *ReadyGen* Unit Assessments ● *Linkit* Skills Assessments **Benchmark** ● *HMH* Reading Inventory ● *Linkit* Assessment C ● *ReadyGen* Benchmark Assessments **Alternative** ● Reading Comprehension Questions ● Written Comprehension Responses ● Student graphic organizers ● Teacher Created Assessments
Knowledge and Skills	

Content	Skills
Students will... ● Read a variety of nonfiction books (reference, literary and biography) ● Use knowledge of genre, text structure and text features to support understanding ● Learn strategies for challenging and domain-specific vocab ● Use comprehension strategies before, during and after reading to monitor and deepen comprehension ● Use textual evidence to support thinking about reading in both conversation and writing ● Infer an author's point of view ● Determine important details in texts to summarize main ideas ● Analyze cause and effect relationships ● Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams and data charts) ● Compare and contrast texts Identify the content of the memoirs through collaborative discussions ● Critique author's own life experiences, interests, and observations to help generate ideas	*Students will be able to …* ● Analyze text to determine which type of nonfiction it is (reference, literary, biography) ● Evaluate text features to enhance comprehension ● Analyze text structure as a comprehension tool ● Monitor comprehension ● Apply context clues and background knowledge to determine the meaning of unfamiliar words ● Analyze text to determine author's purpose and point of view ● Analyze text to determine main idea and supporting details ● Provide textual evidence to support thinking ● Use context clues and background knowledge to determine the meaning of unfamiliar words ● Draw from multiple sources to create an understanding to compare and contrast, identify cause and effect or problem/solution or list events chronologically ● Examine illustrations and notice how authors develop memoirs with illustrations ● Write memoirs about real experiences or events using effective technique, descriptive details, and clear event sequences
Instructional Plan	
Suggested Activities	**Resources**

Use I is for Idea: An Inventions Alphabet - Partner up students and assign them a letter. Students read and identify the main idea of their invention. Record on index card in preparation to present your invention to the class.	I is for Idea: An Invention Alphabet
Gather a variety of nonfiction texts. In groups, students will categorize the type of nonfiction and explain their rationale for their grouping. Allow time for students to introducing their book buckets to the class prior to adding to the classroom library.	Classroom nonfiction books
Text structure scavenger hunt-Students will use their nonfiction text to identify nonfiction text structures within their text and explain how the features assist in their understanding.	Student self-selected nonfiction text https://www.pinterest.com/pin/475552041888604666/
Use *Henry's Freedom Box: A True Story from the Underground Railroad* to write from Henry's point of view-read the story, analyze the story elements and create a journal entry from Henry's point of view.	Henry's Freedom Box
Students will explore and understanding the importance of descriptive details in a memoir. Students read, or teacher reads aloud, *Anneville: A Memoir of the Great Depression* by Thomas G. Robinson Students will use dialogues to make stories more engaging and real. Next student will write about their own lives and experiences using photos to jog memories.	*Anneville: A Memoir of the Great Depression* by Thomas G. Robinson Family Photos
Gifted and Talented • Extended writing • Students design their own questions to extended reading conversations	

- Students design how to show their thinking as a readers

Basic Skills/Economically Disadvantaged

- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Provide multiple learning opportunities utilize and reinforce vocabulary
- Provide cross-content application of concepts, to help tie learning together when possible.
- Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress

English Language Learner

- Model writing / shared writing
- Use images to teach everyday word
- Chunk text
- Use sentence stems
- Pre-Teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

Special Education

- Provide differentiated instruction as needed
- Follow all IEP modifications
- Guided reading groups to reinforce skills

- Access to audiobooks

- Review smaller sections of text with students to ensure understanding

- Provide notes for mini-lessons to put into student's notebooks

504
- Follow all 504 modifications
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- preferential seating.
- extended time on tests and assignments.
- reduced homework or classwork.
- verbal, visual, or technology aids.

Correlation Key		
Holocaust	**Amistad**	**Financial Literacy**

Career Readiness, Life Literacies, and Key Skills Practices	
Act as a responsible and contributing community members and employee.	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Consider the environmental, social and economic impacts of decisions.	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Utilize critical thinking to make sense of problems and persevere in solving them.	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Model integrity, ethical leadership and effective management.	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
Plan education and career paths aligned to personal goals.	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
Use technology to enhance productivity, increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Work productively in teams while using cultural/global competence.	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Reading Unit 4:	**Duration:** May – June Approximately 45 days
Standards	

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

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

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

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

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

RI 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

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

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

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

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

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

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

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

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

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

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

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

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

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

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.

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

Read grade-level text with purpose and understanding.

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

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

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.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights

Computer Science and Design Thinking & Computer Science

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6)

Essential Understandings	Essential Questions
- Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). - Readers monitor their comprehension. - Readers support their understanding with evidence. - Learning requires all members of the classroom community to engage in collaborative and active discussion.Authors write biographies using effective craft techniques.	- How do readers use what they've learned about a topic to formulate and justify an opinion? - How does asking questions as a reader help to build understanding? - How does having conversations help students to develop and support their ideas? - How do writers of biographies express their opinions about the subject they write about and include researched facts and details that highlight the subject's achievements and influences?

● Authors revise and edit their work to improve the clarity and quality of their piece.	● How do writers of biographies structure their piece (collection of stories, biographical sketch, or essay)? ● What craft techniques are utilized by writers of biographies?

Evidence of Student Learning

Performance Activity:	**Other Assessments**
You are an environmentalist with a passion for water conservation. In an effort to educate the community design a billboard, political cartoon or radio advertisement with a clear message promoting the importance of water conservation. Utilize the resources below. Not Enough to Drink by Laura laBella "In Papua, New Guinea, most people don't have access to clean water" YouTube video-" Save Water to Help the Earth" You are an activist that travels the world assisting animals that have been negatively impacted by human activity. Design a social media account as a way to shed light on the issue/concern as well as your personal journey to lessen the human impact on animals. Students will create an online digital presentation on themselves.	**Formative** ● Writing Conferences ● Small Group Work ● Student Self-Reflections ● Reading Log ● Reading Notebook Checklist ● Student Reflections ● Independent Work **Summative** ● Quizzes ● Reading Notebook Rubric ● Reading Response Assessment ● Reading Log Assessment ● *ReadyGen* Unit Assessments ● *Linkit* Skills Assessments **Benchmark** ● *HMH* Reading Inventory ● *Linkit* Assessment ● *ReadyGen* Benchmark Assessments **Alternative**

	- Reading Comprehension Questions - Written Comprehension Responses - Record Anecdotal Notes - Response Journals - Modified Graphic Organizers - Untimed Writing Prompts - Stop & Jot Sentence Starters - Response Sentence Starters - Curriculum Based Assessments - Drawing a Picture to Show Comprehension with Verbal Explanation

Knowledge and Skills

Content	Skills
Students will... - Read a variety of content area books - Use knowledge of genre, text structure and text features to support understanding - Learn strategies for challenging and domain-specific vocab - Use textual evidence to support thinking about reading in both conversation and writing - Infer an author's point of view - Determine important details in texts to summarize main ideas - Analyze cause and effect relationships - Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams and data charts	*Students will be able to …* - Read a variety of content specific texts - Evaluate text features to enhance comprehension - Analyze text structure as a comprehension tool - Monitor comprehension - Apply context clues and background knowledge to determine the meaning of content specific words - Analyze text to determine author's purpose - Analyze text to determine main idea and supporting details - Draw conclusions - Compare different sources to enhance their understanding of a topic - Collaborate to develop and support their ideas - Collect relevant information to incorporate in their writing

	● Construct a presentation that is clear, concise, and engaging

<table>
<tr><td colspan="2" align="center">Instructional Plan</td></tr>
<tr><td>Suggested Activities</td><td>Resources</td></tr>
<tr><td>Students will select an article that focuses on how humans impact the environment. Explain the relationships or interactions between two or more events based on specific information in the text.</td><td>Newsela</td></tr>
<tr><td>Students will read closely to identify how the author presents the main idea and uses reasons and evidence to support a point.</td><td>Classroom mentor texts</td></tr>
<tr><td>Students will read a variety of texts on human impact on the environment and then craft and informative/explanatory text to convey ideas and information clearly.</td><td>Self-selected nonfiction books</td></tr>
<tr><td>Students will analyze the effects of oil spills on the environment using the mentor text <u>BP Oil Spill</u> by Peter Benoit and the Newsela article, "No full recovery yet from oil spill 25 years ago." Using the information they have gathered, explain how companies might change their practices to avoid future damage to the environment/</td><td>Newsela</td></tr>
<tr><td>Students will conduct research on each person using biography.com or activate schema prior to reading</td><td><u>www.Biography.com</u></td></tr>
<tr><td colspan="2" align="center">Suggested Options for Differentiation</td></tr>
<tr><td colspan="2">Gifted and Talented
● Higher level questioning
● Students design their own questions to extended reading conversations
● Students design how to show their thinking as a reader
● Choice boards used to provide experiences to extend learning</td></tr>
</table>

● Expand their reading bookshelf to include a wide variety of text
Basic Skills/Economically Disadvantaged ● Deliver the content in "chunks" and then continue to build their knowledge and understanding ● Show models of finished products ● Provide background knowledge ● Define key vocabulary, multiple-meaning words, and figurative language ● Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress
English Language Learner ● Use images to teach everyday word ● Chunk text ● Use sentence stems ● Pre-Teach vocabulary ● Modify appendices ● Meet prior to working independently to ensure directions/expectations are understood ● Create graphic organizers that are scaffolded ● Meet small group prior to lesson to build background knowledge ● Extra time ● Work with a partner
Special Education ● Follow all IEP modifications ● Meet small group prior to lesson to build background knowledge ● Extra time ● Work with a partner ● Use audio and visual supports ● Guided reading groups to reinforce skills ● Leveled books at student's independent levels

● Review smaller sections of text with students to ensure understanding
● Provide notes for mini-lessons to put into student's notebooks
● Preferential seating
504 ● Follow all 504 modifications ● Guided reading groups to reinforce skills ● Leveled books at student's independent levels ● preferential seating. ● extended time on tests and assignments. ● reduced homework or classwork. ● verbal, visual, or technology aids.