FAIRFIELD TOWNSHIP SCHOOL

Grade 5 ELA Curriculum Guide

Overview	**Reading**	**Writing**	**Speaking and Listening**	**Language**
Unit 1	Primary Focus Standards: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.6 RI.5.6	Primary Focus Standards: W.5.1A,B,C,D W.5.4 W.5.5 W.5.6 W.5.7 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.6	Primary Focus Standards: L.5.1A,B L.5.2A,E L.5.4A,C L.5.6
	Text Type: (fiction and nonfiction) ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Opinion/ research writing ● Routine writing	Task Types: ● Small and whole group discussions	These standards are embedded within the writing process
Unit 2	Primary Focus Standards: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9	Primary Focus Standards: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.8 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.2 SL.5.3 SL.5.6	Primary Focus Standards: L.5.1A,C L.5.2B,E L.5.3A,B L.5.4A,C L.5.6
	Text Type: (fiction and nonfiction) ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Research/informative ● Routine writing	Task Type: ● Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.5.1 RI.5. RF.5.3A RL.5.2 1RI. RF.5.4A,B,C RL.5.3 5.2 RL.5.4 RL.5.5 RL.5.6 RL.5.7	Primary Focus Standards: W.5.3A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.9 W.5.10	Primary Focus Standards: SL.5.1A,B,C,D SL.5.2 SL.5.4 SL.5.6	Primary Focus Standards: L.5.1A,D L.5.2C,E L.5.4A,C L.5.5A,B,C L.5.6

	RL.5.9			
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Narrative ● Research/literary analysis ● Routine writing	Task Type: ● Present in small groups and to whole class.	These standards are embedded within the writing process.
Unit 4	Primary Focus Standards: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.5 RI.5.5 RL.5.6 RI.5.6 RL.5.10 RI.5.10	Primary Focus Standards: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.10 Select at least one from W.5.7, W.5.8, W.5.9	Primary Focus Standards: SL.5.1A,B,C,D SL.5.5 SL.5.6	Primary Focus Standards: L.5.1A,B,C,D L.5.2D,E L.5.4A,B,C L.5.6
	Text Type: (fiction and nonfiction) ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Research/Informative and Explanatory ● Routine Writing	Task type: ● Debates ● Present in small groups and to whole class	These standards are embedded within the writing process

Suggested Open Educational Resources	Reading • North Carolina-5th Gr. ELA Unpacking the Standards • PARCC Evidence Tables • Point of View Video • Main Idea Practice • Inference Practice • Read Aloud Strategy • Circle Plot Diagram • Fluency Packet	Writing/Language • Brainstorm before Writing • Conferencing Video • Writing Narratives • Narrative Lessons • Compare/Contrast Map • Essay Map • Implementing the Writing Process • Mini Lessons • Writing Samples • Spelling practice • Various ELA Practices • Word Relationships • Grammar Practice • More Grammar Practice • Flocabulary • Context Clues	Speaking & Listening • Notes for Discussions Video • Text Talk Time • Literature Circles • Speaking and Listening Rubric • In Character Presentation • Crafting a Persuasive Speech • New Report	Critical Thinking • Current Event Articles • Smithsonian TweenTribune • Newsela • Critical Thinking • HandbookCritical Thinking • Lessons in Literacy • Whole Brain Teaching Video • Critical Thinking Lesson Plans

Intervention Checklist: https://docs.google.com/spreadsheets/d/1AqmBNyteomM2Y2PbMl0GqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0	
Understand and use technology systems.	**8.1.8.A.1** Demonstrate knowledge of a real world problem using digital tools.
Select and use applications effectively and productively.	**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. **8.1.8.A.3** Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Unit 1 Grade 5		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
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.	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.	● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme RI.5.2: ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	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.	● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text RI.5.6: ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.		● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words

RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 1 Writing Standards	**Unit 1 Writing Critical Knowledge and Skills**
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1.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. W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1.D. Provide a conclusion related to the opinion presented.	● Distinguish fact from opinions ● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) ● Group supporting details to support the writer's purpose ● Introduce a topic or text clearly ● State an opinion to be supported with evidence ● Write a thesis statement to focus the writing ● Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose ● Logically order reasons that are supported by facts and details ● Quote directly from text when appropriate ● Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) ● Provide a conclusion or section related to the opinion presented
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer's designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skills
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.	● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information from multiple sources to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**
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.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences

L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	● Identify the tense of verbs ● Identify perfect verb tenses in writing ● Conjugate verbs using the perfect verb tenses
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.A. Use punctuation to separate items in a series.* L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	● Define and identify items in a series ● Separate items in a series using appropriate punctuation ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling

Unit 1 Grade 5		
District/School Formative Assessment Plan	**District/School Summative Assessment Plan**	
Suggested Formative Assessments (optional) ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences	**Summative Assessments** ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task	

- Self-Evaluations - Anecdotal Notes	- EdConnect Assessments	
District/School Texts	**District/School Supplementary Resources**	
Reading Street Reading Series (Units 5.1/5.2)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL	
Vocabulary	**Instruction and Pacing**	
main idea, details, inferences, summarize, compare/contrast, point of view, interpret, text features, graphic features, topic, explanation, theme, lesson, moral, paragraph, narrative, informational, transitional words, headings, illustrations, multiple sources, topic sentence, concluding sentence, facts, examples	Summarize Point of view Textual clues Figurative language Author's purpose Inference Narrative writing **Beginning-of-Year Benchmark**/GRL testing total	
Differentiation and Accommodations	**ELL Differentiation and Accommodations**	
Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities	Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and	

Provide retesting opportunities after remediation /Teach for mastery; not the test Teaching concepts in different modalities/Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments/Offer performance tasks of varied levels Include more scaffolding questions and tasks	manipulatives Picture vocabulary/Picture books Simplified language for understanding Reader's Theater Modify homework, assignments and assessment (can be oral if necessary) Cooperative learning	assessment Additional center work focusing on HFW Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds	
Meaning			
Enduring Understanding Essential Questions			
Students will understand that… ● Recognizing the author's purpose and point of view enables understanding/meaning of text ● Evidence in the text connects and supports the theme, title, and meaning ● Dialogue and details help create a clear and coherent writing piece	*Questions that will foster inquiry, understanding and transfer of learning…* ● How would I best summarize the text? ● Does understanding and the use of language effect communication and meaning? ● What is the author's point? How does he/she support it? How valid is the support?		

Common Misconceptions	**Proper Conception**	
Students confuse the theme of a story for the main idea of the story. Students misinterpret how to writing a narrative in third person point of view. Students confuse stanzas with paragraphs. Students are likely to connect comparing and contrasting as the same. Students confuse how to identify dialogue in a text. Prewrites are optional.	Theme is the lesson learned or real life connection. The main idea is the topic or what the reading is about. First person point of view: One of the characters is telling the story. (I, me we, us). Third person point of view: The narrator outside of the story is telling the story. (He, she, they, main characters names). Students should understand that a stanza is located in poetry. Stanzas are grouped set of lines within a poem, usually set off from other stanzas by a blank line or different indentation. Comparing two or more things in stories students refers to how they are alike, while contrasting two or more things refers to how they are different. Dialogue refers to a conversation between two more individuals in a text, not quoting what a character specifically says. Prewrites are necessary for creating an organized and cohesive essay.	
District/School Writing Tasks		

Primary Focus	**Secondary Focus**	**Routine Writing**	
District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.	*Determine the theme of a story, drama, or poem; understand characters' feelings based on actions and other textual clues. Effectively communicate with others and the world around them through speaking and writing.*	*Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.*	
Connections to other content areas, including 21st Century Skills:			
21st Century Themes - Global Awareness, Civic Literacy 21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration **Career Ready Practices**			

CRP1 Act as a Responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP4 Communicate clearly and effectively within reason. CRP5 Consider the environmental, social and economic impacts of decisions. CRP 6 Demonstrate creativity and innovation. CRP7 Employ valid and reliable research strategies. CRP8 Utilize critical thinking to make sense of problems and persevere in solving them. CRP9 Model integrity, ethical leadership and effective management. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence. Social Studies: 6.1.D, 6.1.B	
Instructional Strategies	
Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson: • Communicating with students • Using questioning and discussion techniques • Engaging students in learning • Using assessment in instruction • Demonstrating Flexibility and Responsiveness	

Unit 1 Performance Tasks (Optional)

Goodbye to Lice

National program is launched to erase head lice from schools.

Spiders and bats may spook you, but nothing will make your skin crawl more than head lice. The tiny parasites can infest your hair, lay eggs, and suck your blood like a mosquito. A parasite is an organism that lives in or on another animal.

Each year, 6 million to 12 million Americans become infested with lice, and many of those affected are kids. Head lice outbreaks are the number-one reason that kids miss school. Now the National Parent Teacher Association is fighting back against lice. The group is launching a national head lice check program called Keeping Our Kids Lice Free.

Lice are not dangerous, but they are highly **contagious.** They easily spread from one person to another. Although the tiny bugs (each no larger than a sesame seed) can't fly, they can crawl very quickly. The most common way of getting lice is through head-to-head contact. However, lice can also be spread through the sharing of personal items such as hats, scarves, headphones, barrettes, and combs. To prevent lice from making your head their home, experts say to follow these tips.

- Avoid head-to-head contact.
- Don't share personal clothing or hair items.
- Use your own sleeping bag and pillow on sleepover

In the passage above, the author presents an informative passage about Lice and preventive measures.

Questions

- According to the passage above, what was the author's purpose for writing this passage?
- What evidence is presented by the National Parent Association for wanting to stop the spread of lice?
- Imagine you are going over a friend's house. What steps can you can take to prevent the possible spread of lice?

Project Rubric

Score 4

The student independently responds to the questions demonstrating understanding of characters and theme of story. Each question is answered with a sufficient number of details. Student presents information in a clear and coherent manner.

Score 3

The student needs minimal support to complete task. Responses are complete with support. Details are acceptable and responses reflect the personality of the character. Student presents information in a clear and coherent manner.

Score 2

Narrative is incomplete. Responses can be understood with some difficulty .Responses lack sufficient details and minimally reflect the character.

Score 1

The student is unable to complete the writing piece. Responses are not complete, lack details, and do not reflect the personality of the character.

Score 0

The task is not attempted or off topic.

Unit 2 Grade 5	
Unit 2 Reading Standards	**Unit 2 Reading Critical Knowledge**

		and Skills
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.	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.	

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

		RI.5.2:

	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.5.6:

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

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

	point(s).	

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

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

RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Unit 2 Writing Standards	**U n i t 2 W r i**

	ting Critical Knowledge and Skills
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and	

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

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

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

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	

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.5.10. 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.	

Unit 2 Speaking and Listening Standards	**U n i t 2 S p e a k i n g a**

	nd Listening Critical Knowledge and Sk

	ills
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.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	

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

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. (See grade 5 Language standards 1 and 3 here for specific expectations.)	

Unit 2 Language Standards	**Unit**

	2 Language Critical Knowledge and Ski

	lls
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.	

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence. L.5.2.E. Spell grade-appropriate words correctly, consulting references as	

needed.	

L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening. L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	

L.4.4. 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.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	

Unit 2 Grade 5

District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
Suggested Formative Assessments (optional) ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes	**Summative Assessments** ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments
District/School Texts	**District/School Supplementary Resources**
Reading Street Reading Series (Units 5.2/5.3)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL
Vocabulary	**Instruction and Pacing**

Compare, Contrast, Figurative Language, Details, Graphics, Multi-media, Metaphors, Similes, Literal, Opinion Text, Informative/Explanatory Text, Illustrations, Concluding Statement, Consequently, Specifically, Linking Words, Tone, Complex, Synthesize, Coherent

Compare/contrast Write an opinion Figurative language Support opinion	8 weeks
Unit Benchmark/GRL testing	1 week
total	9 weeks

Differentiation and Accommodations	**ELL Differentiation and Accommodations**	
Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation /Teach for mastery; not the test Teaching concepts in different modalities/Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments/Offer performance tasks of varied levels Include more scaffolding questions and tasks	Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary/Picture books Simplified language for understanding Reader's Theater Modify homework, assignments and assessment (can be oral if necessary) Cooperative learning	Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds

Meaning

Enduring Understanding Essential Questions

Students will understand that…	*Questions that will foster inquiry, understanding and transfer of learning…*
● Texts, genre, and points of view can be analyzed for similarities and differences ● Transitional words, concrete words, and sensory details help convey meaning and experiences ● Writing should be clear and coherent, appropriate to task, purpose, and audience	● How do you analyze texts for similarities and differences? ● What writing techniques produce clear and coherent writing pieces? ● How can you use details and figurative language to add depth to writing?

Common Misconceptions	**Proper Conception**
Students misinterpret how to writing a narrative in third person point of view All characters is a story share the same opinion of an event or series of events. Students confuse the theme of a story for the main idea of the story. Students confuse how to identify similes and metaphors. Students are likely to connect comparing and contrasting as the same.	First person point of view: One of the characters is telling the story. (I, me we, us). Third person point of view: The narrator outside of the story is telling the story. (He, she, they, main characters names Students must be able to identify that characters may interpret an event or series of events in a story differently.

Students are likely to not to use text features in a text or a story. Prewrites are not necessary.	Theme is the lesson learned or real life connection. The main idea is the topic or what the reading is about. A simile is comparing two unlike things using the words "like or as" while a metaphor is comparing two unlike things without using the word, "like or as". Comparing two or more things in a story students refers to how they are alike, while contrasting two or more things refers to how they are different. Text features such as captions relate directly to what is happening in the text. Prewrites are necessary for creating an organized and cohesive essay.

District/School Writing Tasks

Primary Focus	**Secondary Focus**	**Routine Writing**
District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.	*Recall previously read literature to compare/contrast themes, genres, characters, and story elements in writing. Use evidence to create and support opinion and explanatory text in written responses.*	*Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.*

21st Century Skills

Critical Thinking, Creative Thinking, Collaborating, Communicating, Technology/Media Literacy, Global Awareness

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by

Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Performance Task (Optional)

You are a book critic. Your job is to compare and contrast characters within a novel. You must include specific examples from the novel (quotes, vocabulary, passages, etc.) to support your comparisons. Create a digital Venn diagram to represent your critiques. When completed, your critique will be shared with peer critics for discussion.

Or

Choose a novel to read during the unit two. After completing the novel students will be instructed to observe the movie of that novel. Use a compare and contrast column graphic organizer to represent your critiques. When finished, students will present their graphic organizers for discussion. Students should compare and contrast the following:

Characters: physical and character traits
Setting
Sequence of events
Problem and resolution
Multiple accounts of the same event.

Theme
Point of View

Writing Rubric

PARCC Expanding Scoring Rubric

Unit Plan 3 Grade 5

Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
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.	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.	● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme
		RI.5.2: ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		RL.5.3: ● Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts ● Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes		● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem		RL.5.5: ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text
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).		● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. Use combined knowledge of all letter-sound correspondences,		● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words

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. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards	**Unit 3 Writing Critical Knowledge and Skills**
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely. W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.	● Compose a story hook to engage the reader ● Establish the story's background or situation ● Introduce a narrator and/or characters ● Purposefully arrange events to make the story flow ● Use dialogue and description to develop experiences and events ● Show the responses of characters to situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer's designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with

	others ● Demonstrate keyboarding skills
W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**
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.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).	● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
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.	● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3	● Speak for a variety of purposes ● Distinguish between formal and informal discourse

here for specific expectations.)	● Adapt speech to a variety of contexts and tasks ●
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*	● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences ● Identify the tense of verbs ● Identify and correct inappropriate shifts in verb tense in writing ●
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	● Outline comma rules for setting off the words yes and no, tag questions, and direct address ● Apply comma rules to set off the words yes and no in sentences ● Apply comma rules to set off a tag question from the rest of the sentence ● Apply comma rules to indicate direct address ● Indicate a title by using the proper punctuation for the text ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
L.4.4. 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.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	● Decipher the meanings of words and phrases by using sentence context ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words

District/School Formative Assessment Plan	**District/School Summative Assessment Plan**	
Suggested Formative Assessments (optional) ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes	**Summative Assessments** ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments	
District/School Texts	**District/School Supplementary Resources**	
Reading Street Reading Series (Units 5.3/5.4)	Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL	
Vocabulary	**Instruction and Pacing**	
Compare, Contrast, Quotes, Dialogue, Specific, Illustrate, Support, Phrase, Passage, Excerpt, Figurative Language, Simile, Metaphor, Literal, Graphics, Multimedia, Tone, Genre, Structure, Theme, Point of View, Prose, Poetry, Expression, Rate, Accuracy, Infer, Opinion, Consequently, Specifically, Technique, Dialogue, Sequence, Sensory, Conclusion, Narrator, Elaborate, Research, Reflection, Revision	Compare and contrast Narrative techniques Draw conclusions Read a variety of texts Well-written conclusion **Middle-of-Year Benchmark**/GRL testing total	
Differentiation and Accommodations	**ELL Differentiation and Accommodations**	

Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation /Teach for mastery; not the test Teaching concepts in different modalities/Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments/Offer performance tasks of varied levels Include more scaffolding questions and tasks	Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary/Picture books Simplified language for understanding Reader’s Theater Modify homework, assignments and assessment (can be oral if necessary) Cooperative learning	Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds	

Meaning		
Enduring Understanding Essential Questions		
Students will understand that… • Recognizing the author's purpose and point of view enables understanding/meaning of text • Evidence in the text connects and supports the theme, title, and meaning • Dialogue and details help create a clear and coherent writing piece • Specific details from the text should be used to compare and contrast the characters in a story.	*Questions that will foster inquiry, understanding and transfer of learning…* • How would I best summarize the text? • Does understanding and the use of language effect communication and meaning? • What is the author's point? How does he/she support it? How valid is the support? • How can we add interest to our speech and writing with the use of figurative language?	
Common Misconceptions	**Proper Conception**	
Dialogue refers to what a character in a story is specifically saying. Relations between characters don't necessarily affect the outcome of a story By substituting one word for another word students will be able to correctly find the meaning of a unknown word. Students misinterpret identifying cause and effect relationships in a text. Students are likely to not to use text features in a text as they	Dialogue refers to a conversation between two more individuals in a text, not quoting what a character specifically says. Students must be able to identify that characters may interpret an event in a story differently. Students should practice using synonyms, antonyms, and definitions, to help assist them in finding the meaning of unknown words or meanings. Students will understand that an effect is result of a specific cause.	

are of no help in understanding the text. Relations between characters don't necessarily affect the outcome of a story.	Students should understand that text features such as captions relate directly to what is happening in the text. Students will understand that an effect is result of a specific cause.	

District/School Writing Tasks

Primary Focus	**Secondary Focus**	**Routine Writing**	
District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.	*Determine the theme of a story, drama, or poem; understand characters' feelings based on actions and other textual clues.* *Determine the meaning of words and phrases, including figurative language, such as metaphors and similes that are used in a text and reflect in writing.* *Effectively communicate with others and the world around them through speaking and writing.*	*Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.*	

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies	
Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson: • Communicating with students • Using questioning and discussion techniques • Engaging students in learning • Using assessment in instruction • Demonstrating Flexibility and Responsiveness	

Unit 4 Grade 5	
Unit 4 Reading Standards	**Unit 4 Reading Critical Knowledge an**

		d Skills
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.	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.	

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

		RI.5.2:

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

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

		RI.5.5:

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6:

		RI.5.6:

		RI.5.9:

*RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	

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

RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Unit 4 Writing Standards	**Unit 4 Writin**

	g Critical Knowledge and Skills
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations,	

or other information and examples related to the topic. W.5.2.C.Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially). W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.5.2.E. Provide a conclusion related to the information or explanation presented.	

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing	

types are defined in standards 1-3 above.)	

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

W.5.6. With some guidance and support from adults and peers, use technology,	

including the Internet, to produce and publish writing as well as to interact and collaborate with others.	

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

W.5.8. (Choice) 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. (Choice). 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.	

Unit 4 Speaking and Listening Standards	**Unit 4 Speaki**

	ng and Listening Critical Knowledge an

	d Skills
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.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	

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. (See grade 5 Language standards 1 and 3 here for specific expectations.)	

Unit 4 Language Standards	

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	

L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).	

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works. L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.	

L.4.4. 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.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*) L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	

Unit 4 Grade 5

District/School Formative Assessment Plan

Suggested Formative Assessments (optional)

- Daily independent practice
- Peer Discussions
- Student Portfolio/ Open-Ended Responses
- Reading/Writing Conferences
- Self-Evaluations
- Anecdotal Notes

District/School Summative Assessment Plan

Summative Assessments

- Unit Benchmark Assessment
- Weekly Test
- Guided Reading Level
- Performance Task
- EdConnect Assessments

District/School Texts

Reading Street Reading Series (Units 5.5/5.6)

District/School Supplementary Resources

Reading A-Z.com, Youtube, abcya.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL

Vocabulary

passage, excerpt ,phrase, probably ,similar, supports, information, suggests, assumes, mysteries, explained, discuss, details, presents, source, familiar, opinion, comparing, contrasting, introductory, approaches, topic, appropriate, logically organized, conclusion, reaction, reveals, insight, appropriate, logical, quotes, dialogue, figurative language, simile, metaphor, genre, opinion, infer, idioms, narrator, conclusion, specific, purpose

Instruction and Pacing

Compare and contrast Coherent writing Analyze multiple accounts Central idea/ Summarize Textual Evidence	7 weeks
End-of-Year Benchmark/Unit test/GRL testing	2 weeks
total	9 weeks

Differentiation and Accommodations

ELL Differentiation and Accommodations

Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation /Teach for mastery; not the test Teaching concepts in different modalities/Adjust pace and homework assignments Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall Adjust pace and homework assignments/Offer performance tasks of varied levels Include more scaffolding questions and tasks	Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary/Picture books Simplified language for understanding Reader's Theater Modify homework, assignments and assessment (can be oral if necessary) Cooperative learning	Read directions and stories Language support cards Read aloud retell and then progress to shared story retell for Benchmark practice and assessment Additional center work focusing on HFW Additional phonemic awareness teaching and practice Re-teach alphabet and alphabet sounds
Meaning		

Enduring Understanding Essential Questions	
Students will understand that… ● Recognizing the author's purpose and point of view enables understanding/meaning of text ● Evidence in the text connects and supports the theme, title, and meaning ● Dialogue and details help create a clear and coherent writing piece	*Questions that will foster inquiry, understanding and transfer of learning…* ● How would I best summarize the text? ● Does understanding and the use of language effect communication and meaning? ● What is the author's point? How does he/she support it? How valid is the support?

Common Misconceptions	**Proper Conception**
By substituting one word for another word students will be able to correctly find the meaning of an unknown word. All characters is a story share the same opinion of an event or series of events. The author will clearly state what he or she wants the reader to know. Students misinterpret identifying cause and effect relationships in a text. Relations between characters don't necessarily affect the outcome of a story.	Students must be able to identify that characters may interpret an event in a story differently. Students should practice using synonyms, antonyms, and definitions, to help assist them in finding the meaning of unknown words or meanings. Students will understand that an effect is result of a specific cause. Students must learn to identify clues to make inferences from the story to detect what the author is not directly telling them.

District/School Writing Tasks

Primary Focus	**Secondary Focus**	**Routine Writing**
District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.	*Effectively communicate with others and the world around them through speaking and writing.* *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent, and reflect in written responses.* *Compare and contrast two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.* *Produce clear and coherent writing, appropriate to task, purpose and audience.*	*Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.*

21st Century Skills

Critical Thinking, Creative Thinking, Collaborating, Communicating, Technology/Media Literacy, Global Awareness

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness