Pacing Guide For ELA Curriculum

Grade 5

Topic	Marking Period	Number of Days
Foundational Skills: Reading Language	Marking Period 1	16 weeks
Foundational Skills: Writing Language	Marking Period 1	16 weeks
Reading Domain	Marking Periods 2, 3, 4	8 weeks
Writing Domain	Marking periods 2, 3, 4	8 weeks
Speaking and Listening Domain	Marking period 1-4	8 weeks

Alpha Public School
ELA Curriculum Map

Grade: 5th Grade

UNIT: Foundational Skills: Reading Language (Phonics and Word Recognition)

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

Practices / Skills & Lesson / Learning Activities
● Apply the knowledge of root words and affixes to read unfamiliar multisyllabic words ● Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words in and out of context ● Decode words using known syllabication patterns use Greek and Latin affixes and roots to accurately read and determine the meaning of unfamiliar multisyllabic words in and out of context ● Demonstrate the understanding of a word utilizing knowledge of other known, related words and their relationship to one another (synonyms, antonyms, homographs) ● Develop language base with roots and affixes Whole Group- ● Teacher modeling ● Anchor charts ● Mentor texts ● Read alouds ● Anecdotal notes ● Dictionary use Independent Practice- ● Independent reading ● Conferences ● Independent writing Small Groups- ● Literacy centers ● Leveled reading

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries ● IXL Modules Summative-	Writing response	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

• Grammar tests Alternative- • Posters • Illustrations • Dictionary use		

Alpha Public School
ELA Curriculum Map

UNIT: Foundational Skills: Reading Language (Fluency)

Standard: L.RF.5.4	**Content Topic:** Read with sufficient accuracy and fluency to support comprehension

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.5.4.A	Read grade-level text with purpose and understanding.
L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Practices / Skills & Lesson / Learning Activities

- Utilize Fry's 5th and 6th Hundreds Word List for sight word recognition.
- Select "just right" independent reading books of interest across multiple genres
- Review and apply previously learned reading comprehension skills to monitor their understanding of text. Skills and strategies will include: making predictions, visualizing, questioning, inference, and making connections
- Apply knowledge of phonics during silent and oral reading
- Read and comprehend informational materials and texts fluently and accurately
- Read and comprehend a variety of genres demonstrating accuracy, fluency, and expression during engagement

Whole Group-

- Teacher modeling
- Anchor charts
- Mentor texts
- Read alouds
- Anecdotal notes
- Dictionary use

Independent Practice-

- Independent reading
- Conferences
- Independent writing

Small Groups-

- Literacy centers
- Leveled reading

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries ● IXL Modules	Running records	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use		

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	Science-***5-PS3-1-***-Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion (LS1.C SS- 6.1.5.CivicsPI.1-In a representative democracy, individuals play a role in how government functions

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.WF.5.2	**Content Topic:** Demonstrate command and use of the conventions of writing including those listed under grade four foundational skills.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.5.2.A	Avoid fragments, run-ons and rambling sentences, and comma splices
L.WF.5.2.B	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs
L.WF.5.2.C	Ensure agreement between subject and verb and between pronoun and antecedent
L.WF.5.2.D	Distinguish between frequently confused words
L.WF.5.2.E	Use idiomatic language and choose words for effect; use punctuating for meaning and effect
L.WF.5.2.F	Use punctuation to separate items in a series; use commas in a series of phrases or clauses
L.WF.5.2.G	Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
L.WF.5.2.H.	Spell grade appropriate words correctly, consulting references as needed

Practices / Skills & Lesson / Learning Activities
● Review, revise, and edit work for sentence construction, spelling, capitalization, punctuation, usage and clarity ● Spell grade appropriate words correctly, property utilizing references as needed ● Use print and digital resources to determine or clarify the spelling, pronunciation and / or meaning of key words and phrases ● Demonstrate the understanding of a word utilizing knowledge of other known, related words and their relationship to one another (synonyms, antonyms, homographs) ● Demonstrate common of the conventions of standard English grammar and usage when writing or speaking ● Spell grade appropriate words ● Develop language base with roots and affixes ● Understand the etymology of words ● Consult dictionary and thesaurus ● Expand sentences with stronger vocabulary ● Consult dictionaries and other reference materials to determine word meaning ● Apply standard English conventions as noted in Conventions unit Whole Group- ● Teacher modeling ● Anchor charts ● Mentor texts ● Read alouds ● Anecdotal notes ● Dictionary use Independent Practice- ● Independent reading ● Conferences ● Independent writing Small Groups- ● Literacy centers ● Leveled reading

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries ● IXL Modules Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing response	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

Alpha Public School
ELA Curriculum Map

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.KL.5.1	**Content Topic:** Use knowledge of language and its conventions when writing, speaking, reading or listening

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.5.1.A	Acquire and use accurately grade-appropriate general academic, and domain-specific words and phrases
L.KL.5.1.B	Expand, combine and reduce sentences for meaning, reader / listener interest and style
L.KL.5.1.C	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems

Practices / Skills & Lesson / Learning Activities

- Produce clear and coherent writing appropriate to task, purpose, and audience
- Compare and contrast various elements of literature (characters, setting, events, text details, etc) using specific details from the text
- Define unfamiliar words within a text using context clues and other resources and by applying knowledge of affixes and roots
- Compare and contrast stories within the same genre through discussion and / or writing
- Consult dictionaries and other reference materials when necessary to determine word / phrase meaning
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases
- Use vivid verbs and sensory details
- Review, revise and edit work for sentence construction
- Demonstrate the understanding of a word utilizing knowledge of other known, related words and their relationship to one another (synonyms, antonyms, homographs)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Expand sentences with stronger vocabulary

Whole Group-

- Teacher modeling
- Anchor charts
- Mentor texts
- Read alouds
- Anecdotal notes
- Dictionary use

Independent Practice-

- Independent reading
- Conferences
- Independent writing

Small Groups-

- Literacy centers
- Leveled reading

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)

Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries ● IXL Modules Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing response	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.Vl.5.2.A	Use context (e.g., cause / effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
L.VL.5.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)
L.VL.5.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Practices / Skills & Lesson / Learning Activities
● Produce clear and coherent writing appropriate to task, purpose, and audience ● Define unfamiliar words within a text using context clues and other resources and by applying knowledge of affixes and roots ● Consult dictionaries and other reference materials when necessary to determine word / phrase meaning ● Acquire and use accurately grade appropriate general academic and domain specific words and phrases ● Use vivid verbs and sensory details ● Demonstrate the understanding of a word utilizing knowledge of other known, related words and their relationship to one another (synonyms, antonyms, homographs) ● Expand sentences with stronger vocabulary ● Use Greek and Latin affixes and roots to accurately read and determine the meaning of multi-syllabic words in and out of context ● Determine meaning of unfamiliar words through use of reference materials, both print and digital ● Decode words using syllabication patterns ● Apply the knowledge of root words and affixes to read unfamiliar multi-syllabic words ● Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multi-syllabic

words in and out of context
- Use print and digital resources to determine or clarify the spelling, pronunciation and /or meaning of key words and phrases

Whole Group-
- Teacher modeling
- Anchor charts
- Mentor texts
- Read alouds
- Anecdotal notes
- Dictionary use

Independent Practice-
- Independent reading
- Conferences
- Independent writing

Small Groups-
- Literacy centers
- Leveled reading

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries ● IXL Modules Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing response	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

UNIT: Foundational Skills: Writing Language (Sentence Composition[Grammar, Syntax, and Punctuation])

Standard: L.VI.5.3	**Content Topic:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.VI.5.3.A	Interpret figurative language, including similes and metaphors, in context
L.VI.5.3.B	Recognize and explain the meaning of common idioms, adages, and proverbs

L.VI.5.3.C	Use the relationship between particular words (e.g, synonyms, antonyms, homographs) to better understand each of the words

Practices / Skills & Lesson / Learning Activities
● Determine unfamiliar words within a text using context clues and other resources and by applying knowledge of affixes and roots ● Recognize and demonstrate understanding of figurative language (similes, metaphors, personification, idioms, symbolism, adage, proverbs) ● Demonstrate the understanding of a word utilizing knowledge of other known, related words and their relationship to one another (synonyms, antonyms, homographs) ● Use context to determine the meaning of a word or phrase ● Demonstrate understanding of and interpret figurative language, word relationships, and nuances in word meanings ● Understand the etymology of words Whole Group- ● Teacher modeling ● Anchor charts ● Mentor texts ● Read alouds ● Anecdotal notes ● Dictionary use Independent Practice- ● Independent reading ● Conferences ● Independent writing Small Groups- ● Literacy centers ● Leveled reading

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries ● IXL Modules Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing response	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across**

	grade levels and content areas (at least 1)
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	Science-***5-PS3-1-***-Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion (LS1.C SS- 6.1.5.CivicsPI.1-In a representative democracy, individuals play a role in how government functions

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

UNIT: READING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text
RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text
RL.CI.5.2	Determine the theme of a literary text (e.g, stories, plays or poetry) and explain how it is supported by key details; summarize the text
R1.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact)
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem
RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause / effect, problem / solution) of events, ideas, concepts, or information in two or more texts
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation
RI.PP.5.5	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation
RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth or poem)
RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears
RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics
RI.CT.5.8	Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics

Practices / Skills & Lesson / Learning Activities

- Select “just right” independent reading books of interest across multiple genres
- Review and apply previously learned reading comprehension skills to monitor their understanding of text. Skills and strategies will include: making predictions, visualizing, questioning, inference, and making connections
- Apply knowledge of phonics during silent and oral reading
- Read and comprehend informational materials and texts fluently and accurately
- Read and comprehend a variety of genres demonstrating accuracy, fluency, and expression during engagement
- Make and support inferences by quoting accurately from the text
- Use quotes accurately when explaining or summarizing implicit or explicit text passages either orally or in writing
- Utilize information from a text, accurately quoting passages to draw inferences
- Identify the theme of a story by analyzing how characters respond to challenges
- Compare and contrast various elements of literature (characters, setting, events, text details, etc) using specific details from the text
- Analyze chapters and scenes in order to gain an understanding of the structure within the text (analyzing elements of character, setting, plot in a narrative)
- Describe how a narrator’s or speaker’s point of view influences how events are described
- Compare and contrast stories within the same genre
- Ask and answer questions during discussions related to texts
- Use ideas and insights gained through literature discussions to draw conclusions about a text
- Identify characteristics of a fictional narrative (creative story) by listening to or reading a variety of mentor texts
- Follow a plot structure with clear exposition, rising action, climax, falling action, and resolution
- Answer literal and inferential questions to demonstrate understanding using evidence from the text
- Determine the author’s purpose for writing non-fiction text
- Compare and contrast the structure of non-fiction text, including chronology, cause /effect, problem/ solution, description or list
- Identify main ideas and key details of non-fiction text
- Explain the relationships and interactions between two or more individuals, events, ideas or concepts in non-fiction text
- Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, summarize the text
- Describe how a narrator’s or speakers point of view influences how events are described
- Identify different types of poetry, such as haiku, cinquain, concrete acrostic

Whole Group-

- Teacher modeling
- Anchor charts
- Mentor texts
- Read alouds
- Anecdotal notes
- Dictionary use

Independent Practice-

- Independent reading
- Conferences
- Independent writing

Small Groups-

- Literacy centers
- Leveled reading
- Book talks

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)

Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries ● IXL Modules Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Running Records	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	Science-***5-LS1-1-***plants acquire their material for growth chiefly from air and water (LS1.C) Social Studies-6.1.5.CivicsHR.3-It is the responsibility of individuals at the state, national, and international levels to promote human rights.-Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas,	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas

● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Problem based or project based learning ● Tiered assignments/ activities

UNIT: WRITING DOMAIN

Standard: W.AW.5.1	**Content Topic:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.AW.5.1.A	Introduce an opinion clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose
W.AW.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
W.AW.5.1.D	Provide a conclusion related to the opinion presented

Practices / Skills & Lesson / Learning Activities
● Identify characteristics of effective opinion writing by reading published and student mentor texts / models ● Determine an author's point of view in an opinion text ● Identify main ideas and various types of supporting details in opinion writing ● Take a stand on a debatable issue and recognize different points of view on the topic ● Write a detailed, organized multi-paragraph opinion/ persuasive essay / letter with an introduction, thesis, topic sentences, supporting details, conclusion ● Apply evidence from text or resource to support analysis, reflection and research ● Utilize a graphic organizer to plan and organize an opinion / persuasive letter /essay ● Provide a logical sequence in a multi-paragraph work and develop transitions between ideas. Use words, phrases, and clauses to clarify the relationships among claims and reasons ● Establish and maintain a formal style of presentation maintaining awareness of the intended audience ● Use peer / teacher conferencing as well as a scoring rubric as a guide to revising writing

- Receive feedback from peers and provide specific feedback to other students
- Revise writing based on peer conferences and teacher feedback
- Apply standard English conventions
- Review and edit work for spelling, usage and clarity

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing benchmark	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

UNIT: WRITING DOMAIN

Standard: W.IW.5.2	**Content Topic:** Write informative / explanatory texts to examine a topic and convey ideas and information clearly

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.IW.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension
W.IW.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic
W.IW.5.2.C	Link ideas within paragraphs and sections of information using words, phrases and clauses (e.g., in contrast, especially)
W.IW.5.3.D	Use precise language and domain-specific vocabulary to inform about or explain the topic
W.IW.5.3.E	Provide a conclusion related to the information or explanation presented.

Practices / Skills & Lesson / Learning Activities
● Identify characteristics of effective explanatory text by reading published and student mentor texts / models ● Determine an author's point of view in an explanatory text ● Identify main ideas and various types of supporting details in informative writing ● Write a detailed, organized multi-paragraph informative/ explanatory essay / letter with an introduction, thesis, topic sentences, supporting details, conclusion

- Apply evidence from text or resource to support analysis, reflection and research
- Utilize a graphic organizer to plan and organize an informative / explanatory essay
- Provide a logical sequence in a multi-paragraph work and develop transitions between ideas. Use words, phrases, and clauses to clarify the relationships among claims and reasons
- Establish and maintain a formal style of presentation maintaining awareness of the intended audience
- Use peer / teacher conferencing as well as a scoring rubric as a guide to revising writing
- Receive feedback from peers and provide specific feedback to other students
- Revise writing based on peer conferences and teacher feedback
- Apply standard English conventions
- Review and edit work for spelling, usage and clarity

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing benchmark	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

UNIT: WRITING DOMAIN

Standard: W.NW.5.3	**Content Topic:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.NW.5.3.A	Orient the reader by establishing a situation and introducing the narrator and / or characters; organize an event sequence that unfolds naturally
W.NW.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.NW.5.3.C	Use a variety of transition words, phrases and clauses to manage the sequence of events
W.NW.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely
W.NW.5.3.E	Provide a conclusion that follows from the narrated experiences or events

Practices / Skills & Lesson / Learning Activities

- Identify characteristics of effective narrative writing by reading published and student mentor texts / models
- Determine an author's point of view in a narrative text
- Identify main ideas and theme
- Write a detailed, organized multi-paragraph narrative writing that includes supporting details,conclusion
- Utilize a graphic organizer to plan and organize narrative writing
- Provide a logical sequence in a multi-paragraph work and develop transitions between ideas. Use words, phrases, and clauses to clarify the relationships among characters / ideas
- Establish and maintain a formal style of presentation maintaining awareness of the intended audience
- Use peer / teacher conferencing as well as a scoring rubric as a guide to revising writing
- Receive feedback from peers and provide specific feedback to other students
- Revise writing based on peer conferences and teacher feedback
- Apply standard English conventions
- Review and edit work for spelling, usage and clarity

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing benchmark	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

UNIT: WRITING DOMAIN

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

Strand	**Disciplinary Core Ideas / Essential Statement / Objective**
W.WP.5.4.A	Consider audience, purpose, and intent before writing
W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter
W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing
W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and / or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary
W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience and style

Practices / Skills & Lesson / Learning Activities
● Utilize a graphic organizer to plan and organize an opinion / persuasive letter /essay ● Establish and maintain a formal style of presentation maintaining awareness of the intended audience ● Use peer / teacher conferencing as well as a scoring rubric as a guide to revising writing ● Receive feedback from peers and provide specific feedback to other students ● Revise writing based on peer conferences and teacher feedback ● Apply standard English conventions ● Review and edit work for spelling, usage and clarity ● Scholastic Sentence Expansion Wheel

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries ● IXL Modules Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing benchmark	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

UNIT: WRITING DOMAIN

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea
W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Practices / Skills & Lesson / Learning Activities
● Identify main ideas and various types of supporting details ● Apply evidence from text or resource to support analysis, reflection and research ● Utilize a graphic organizer to plan and organize ● Provide a logical sequence in a multi-paragraph work and develop transitions between ideas. Use words, phrases, and clauses to clarify the relationships among claims and reasons ● Establish and maintain a formal style of presentation maintaining awareness of the intended audience ● Use peer / teacher conferencing as well as a scoring rubric as a guide to revising writing ● Receive feedback from peers and provide specific feedback to other students ● Revise writing based on peer conferences and teacher feedback ● Apply standard English conventions ● Review and edit work for spelling, usage and clarity

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Teacher observation ● Classroom discussions ● Conferences ● Collaboration ● Exit cards ● Journal entries Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use	Writing benchmark	Newsela Read works Scholastic Scope Vocabulary Workshop Leveled novels chosen by teacher

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data	Science-***5-LS1-1-***plants acquire their material for growth chiefly from air and water (LS1.C) Social Studies-6.1.5.CivicsHR.3-It is the responsibility of individuals at the state, national, and international levels to promote human rights.-Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
SL.PE.5.1.A.	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 a topic to explore ideas under discussion.
SL.PE.5.1.B	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. Follow agreed-upon norms for discussions and carry out assigned roles

SL.PE.5.1.C	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. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
SL.PE.5.1.D	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. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g, visually, quantitatively, and orally)
SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
SL.PI.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, description details to support main ideas or themes; speak clearly at an understandable pace
SL.UM.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

Practices / Skills & Lesson / Learning Activities
● Engage in collaborative small and whole group discussions about text, modeling respected and established expectations (e.g, being prepared for discussions, follow established rules for discussions, participate in discussions) ● Ask and answer questions related to texts ● Use ideas and insights gained in literature discussions to draw conclusions about a text ● Explain to a group, using textual evidence, how an author used reasons and evidence to support a particular point in a text ● Share by presenting a topic with an audience (offering appropriate and relevant facts in a sequential order, descriptive details, speaking clearly and an understandable pace) ● Share by presenting on a topic with an audience (offering appropriate and relevant facts in sequential order, descriptive details, speaking clearly and an understandable pace) utilizing multimedia components (graphics, sounds) and visual displays to enhance the development of the main idea

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Teacher observation ● Classroom discussions ● Conferences	Writing benchmark	Newsela Read works Scholastic Scope Vocabulary Workshop

● Collaboration ● Exit cards ● Journal entries Summative- ● Grammar tests Alternative- ● Posters ● Illustrations ● Dictionary use		Leveled novels chosen by teacher

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	Science-***5-LS1-1-***plants acquire their material for growth chiefly from air and water (LS1.C) Social Studies-6.1.5.CivicsHR.3-It is the responsibility of individuals at the state, national, and international levels to promote human rights.-Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	

For all ELA units:

21st Century Education (NJSLS Standard 9)	**Career Education**
<u>THEMES:</u> Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy <u>SKILLS:</u> CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training