

Englewood on the Palisades Charter School
NJ State Standards-Aligned Curriculum
Grade Five
English Language Arts

Grade Five ELA Curriculum

The Grade Five ELA curriculum aligns with NJSLS and aims to create a strong foundation for learners in the areas of literacy, language development, and communication skills. This curriculum provides a structured approach to help fifth grade students continue to grow into confident readers and writers. To create a strong foundation, it is vital to nurture literacy skills, enhance communication abilities, and foster a love for reading and writing. This curriculum involves a comprehensive approach to developing children's reading, writing, listening, and speaking skills.

Throughout the school year, formative and summative assessments should be incorporated to monitor student progress. The curriculum should also be flexible to adapt to individual student needs and provide additional support for struggling learners.

NJSLS ELA Strands

Reading Literature and Informational Texts:

- **Reading Comprehension:** Engage with texts through listening, discussion, and understanding main ideas.
- **Literary Analysis:** Explore story elements such as characters, settings, and events in narratives.
- **Informational Texts:** Develop an understanding of informational texts and their features.

Writing:

- **Text Types and Purposes:** Encourage students to write for different purposes (narrative, informative, opinion).
- **Production and Distribution:** Begin to compose sentences using letters, sounds, and sight words.
- **Research and Inquiry:** Introduce basic research skills through observing, asking questions, and gathering information.

Speaking and Listening:

- **Collaborative Discussions:** Engage in conversations and discussions, expressing thoughts and ideas.
- **Presentation of Knowledge and Ideas:** Communicate effectively using speech to convey information and narrate experiences.

Language:

- **Vocabulary Acquisition and Use:** Develop vocabulary by exploring words and their meanings in context.
- **Conventions of Standard English:** Understand grammar, punctuation, and usage in simple sentences.
- **Language Knowledge:** Develop an understanding of language as a system, including recognizing and producing rhymes, understanding word families, and using basic sentence structure.

Teaching Strategies and Approaches

- **Interactive Read-Alouds:** Use diverse texts to promote listening skills, vocabulary development, and comprehension.
- **Phonics and Word Study:** Employ multisensory activities to teach letter-sound correspondence, sight words, and basic decoding skills.
- **Shared Reading and Writing:** Model reading/writing processes, encouraging students to read/participate in crafting sentences and short texts.
- **Guided Reading and Writing:** Students participate in reading/crafting sentences and short texts with guidance from the teacher.
- **Collaborative Learning:** Engage students in discussions, peer interactions, and group activities to enhance speaking and listening skills.
- **Integration of Technology:** Utilize age-appropriate digital tools and resources to reinforce ELA concepts and skills.

Assessment and Evaluation

- **Formative Assessment:** Use ongoing observations, checklists, and anecdotal records to monitor students' progress in reading, writing, speaking, and listening.
- **Informal Reading Inventories:** Assess students' reading levels and comprehension through informal assessments.
- **Writing Portfolios:** Collect and analyze students' writing samples to track growth in writing skills over time.
- **Teacher-Guided Conferences:** Conduct one-on-one conversations to assess students' understanding and provide targeted feedback.

Differentiation and Support

- **Small Group Instruction:** Provide targeted support to address individual learning needs in reading, writing, or language skills.
- **Flexible Grouping:** Adjust groupings based on students' abilities and learning styles to provide tailored instruction.
- **Multi-modal Instruction:** Incorporate various teaching methods to accommodate diverse learning preferences.
- **Collaboration with Support Staff:** Work with specialists to address the needs of students requiring additional support.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLs while considering the developmental needs and diverse learning styles of students.

Important Considerations When Choosing Mentor Texts

- **Genre Variety:** Select texts from diverse genres to expose students to different writing styles and purposes.
- **Complexity Level:** Choose texts that are appropriate for the reading level of your students, with challenges that are attainable.
- **Text Connections:** Encourage students to reflect on how the text relates to their own experiences to deepen understanding.
- **Discussion & Analysis:** Use guided discussions and close reading strategies to analyze key elements of the text and support evidence-based interpretations.

This framework aims to establish a strong ELA foundation by aligning instructional practices with the NJSLs while considering the developmental needs and diverse learning styles of students.

Amistad Law: *N.J.S.A. 18A 52:16A-88*

[Amistad's Commission for Literacy Components in the Primary Grades](#)
[10 African and African American Folktales for Children](#)
[Learning Materials for Black History](#)

Holocaust Law: *N.J.S.A. 18A:35-28*

[Books About the Holocaust](#)
[Holocaust Books for Middle Grade Readers](#)
[Books for Teaching About the Holocaust](#)

LGBT+ and Disabilities Law: *N.J.S.A. 18A:35-4.35*

[Books with LGBTQ+ Characters](#)
[Books with Characters on the Autism Spectrum](#)
[Books with Characters who Have Learning and Attention Challenges](#)
[Books with Characters Who Have Physical Disabilities or Chronic Illnesses](#)

Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*

[Books that Promote Diversity and Inclusion](#)
[Multicultural Literature List](#)

Asian American and Pacific Islander : *N.J.S.A. 18A:35-4.44*

[Books with Asian, Asian American, and Pacific Islander Characters](#)
[Book List with Asian and Pacific Island Characters](#)

Standards in Action: *Climate Change*

New Jersey became the first state in the nation to include climate change across content areas with the adoption of the 2020 New Jersey Student Learning Standards (NJSLS). The goal of inclusion of climate change education implementation is to foster generations of New Jersey students that can analyze, question, interpret, to think independently, and bring critical deduction to fulfill, and to lead in jobs created by burgeoning industries of the future green economy.

Climate Change Suggestions for Fifth Grade:

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.

Climate Change Example: Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems.

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

Climate Change Example: Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change.

1. 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.
2. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
3. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
4. Provide a conclusion related to the opinion presented.

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

Climate Change Example: Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.

Grade Five ELA Unit	Length
Unit 1: Unveiling the Text: Exploring Themes, Perspectives, and Communication	9 weeks
Unit 2: Text Themes, Structures, and Effective Communication	9 weeks
Unit 3: Text Analysis and Precision Writing: Strategies for Comprehension and Expression	9 weeks
Unit 4: Literary Lenses: Analyzing, Quoting, and Writing	9 weeks
Total	36 weeks

Unit 1: Unveiling the Text: Exploring Themes, Perspectives, and Communication

Unit Goal:

In this unit, students will deepen their understanding of both literary and informational texts through accurate quoting and analysis of key details. They will learn to determine themes and central ideas while exploring how different perspectives influence interpretation. Students will enhance their reading fluency and comprehension by applying phonics and word analysis skills to unfamiliar words. They will practice writing opinion pieces with clear organizational structures and appropriate use of grammar and punctuation. Additionally, students will engage in collaborative discussions, adapt their speech for different contexts, and refine their writing through revision and feedback. This comprehensive approach aims to build essential language skills that support both academic growth and effective communication. Throughout this unit, students will engage with diverse texts and writing tasks to develop a nuanced understanding of how language works. By focusing on detailed text analysis, perspective-taking, and precise communication, students will build the skills necessary for proficient reading, writing, and discussion. They will use these skills to explore themes, central ideas, and various points of view, ensuring a well-rounded approach to mastering language arts.

Duration: 9 weeks

Essential Questions:

- How do specific details in a text support an understanding of its main idea or theme?
- In what ways does the point of view of a narrator or author influence our interpretation of a text?
- How can understanding word structures, such as prefixes, suffixes, and root words, enhance our reading and writing skills?
- What strategies can we use to effectively communicate our ideas and opinions in writing and speaking?
- How do grammar and punctuation rules contribute to clear and effective communication?

Enduring Understandings:

- Texts are constructed through carefully chosen details that support themes and central ideas, and recognizing these elements helps us better understand and interpret the text.
- The perspective of the narrator or author shapes the presentation of events and influences how we interpret the text, demonstrating the importance of considering multiple viewpoints.
- Analyzing word structures, such as prefixes, suffixes, and roots, aids in decoding and understanding complex words, which enhances our reading comprehension and vocabulary.
- Effective communication in writing and speaking involves clearly expressing ideas and opinions, providing supporting evidence, and engaging in collaborative discussions.

- Mastery of grammar and punctuation conventions is essential for producing clear, coherent, and impactful written and spoken communication.

NJSLS:

Reading

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- 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) explain how it is supported by key details; summarize the text.
- RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
- 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
- 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. Know and apply grade-level phonics and word analysis skills in decoding words.
- L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- 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.

Writing

- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
- 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 punctuation 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.
- W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.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.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

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

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.

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

W.RW.5.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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

SL.PE.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.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.PE.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

Language

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.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) 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.
- L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 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.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - 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.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*)

Companion Standards

9.2 Career Awareness

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. There are a variety of factors to consider before starting a business.
- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.2.5.CAP.7: Identify factors to consider before starting a business.
- 9.2.5.CAP.8: Identify risks that individuals and households face.
- 9.2.5.CAP.9: Justify reasons to have insurance.

9.4 Life Literacies and Key Skills

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

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4 Digital Citizenship

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

9.4 Information/Media Literacy

- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). Specific situations require the use of relevant sources of information.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5)

9.4 Technology Literacy

- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images,

graphics, or symbols.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d)

Computers and Design Thinking

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

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

8.1.5.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.4: Organize and present climate change data visually to highlight relationships or support a claim

Social Studies/Science/Other

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

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

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 Extended Text 3-6 shorter texts depending upon length and complexity	
• 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	Read Texts Closely: Text Analysis Journal Materials: 1. Journal or notebook 2. Pencils 3. Selected texts Directions: 1. Read the provided text closely 2. In your journal, note any questions you have, identify what you think is important, and look for patterns in the text 3. Write a brief reflection on how these elements help in understanding

inferences drawn from the text

- 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
- 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
- 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
- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective

the text.

Make Personal, Textual, and Global Connections: Connections Chart

Materials:

1. Chart paper
2. Markers
3. Selected texts

Directions:

1. Choose a text and create a chart with three columns: Personal Connections, Textual Connections, and Global Connections.
2. Fill in each column with relevant examples based on the text read.

Use Quotes or References from a Text: Quote Integration Exercise

Materials:

1. Selected texts
2. Worksheet

Directions:

1. Read the text and choose two quotes.
2. Write a brief explanation of what each quote reveals about the text.
3. Use these quotes to support your explanations of the text's main points.

Identify Key Details: Detail Detective

Materials:

1. Highlighters
2. Selected texts

Directions:

1. Read the text and use highlighters to mark key details that support the main idea.
2. Afterward, list these details on a separate sheet.

Analyze Actions and Thoughts of Characters: Character Traits Graphic Organizer

Materials:

1. Graphic organizer template
2. Pencils

- Identify specific strategies for decoding words in texts
 - Apply the specific strategies for decoding and spelling multisyllabic words
- 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

3. Selected texts

Directions:

1. Choose a character from the text.
2. Fill out the graphic organizer with the character's actions, thoughts, and how these elements reveal their traits.

Identify the Theme: Theme Discovery Activity

Materials:

1. Selected texts
2. Theme analysis worksheet

Directions:

1. Read the text and use the worksheet to identify the theme.
2. Support your choice with key details from the text.

Determine Central Message or Theme: Central Message Poster

Materials:

1. Poster board
2. Markers
3. Selected texts

Directions:

1. Create a poster summarizing the central message or theme of the text. Include key details and evidence from the text that support this message.

Summarize Key Points: Summary Paragraph

Materials:

1. Selected texts
2. Paper
3. Pens

Directions:

1. Read the text and write a summary paragraph that includes the main ideas and key points.
2. Ensure that your summary is concise and covers the essential aspects of the text.

Identify Details to Support the Main Idea: Supporting Details Organizer

Materials:

1. Organizer template
2. Selected texts

Directions:

1. Using the organizer, list the main idea of the text and identify details that support this main idea.
2. Write a brief explanation for how each detail supports the main idea.

Identify Main Ideas in Informational Texts: Main Ideas and Details Worksheet

Materials:

1. Worksheets
2. Selected informational texts

Directions:

1. Read the informational text and fill out the worksheet identifying at least two main ideas and listing details that support each main idea.

Explain Author's Support of Main Ideas: Author's Support Analysis

Materials:

1. Selected texts
2. Analysis worksheet

Directions:

1. Read the text and use the worksheet to explain how the author supports the main ideas with key details.
2. Provide examples from the text.

Determine the Meaning of Words and Phrases: Vocabulary Context Clues

Materials:

1. Selected texts
2. Vocabulary worksheet

Directions:

1. Find and define at least five unfamiliar words from the text using context clues.

2. Write down the definitions and how you determined their meanings from the context.

Identify Metaphors and Similes: Metaphor and Simile Hunt

Materials:

1. Selected texts
2. Highlighters

Directions:

1. Read the text and highlight any metaphors and similes you find.
2. Write a brief explanation of how these literary devices enhance the text.

Analyze Similes and Metaphors: Simile and Metaphor Impact Analysis

Materials:

1. Selected texts
2. Analysis worksheet

Directions:

1. Choose two similes and two metaphors from the text.
2. Analyze and write about how each one impacts the reader's understanding or perception of the text.

Identify the Narrator's Point of View: Point of View Chart

Materials:

1. Chart paper
2. Markers
3. Selected texts

Directions:

1. Read the text and create a chart identifying the narrator's point of view.
2. Note how the narrator's perspective affects the story or message.

Explain How the Point of View Impacts Events: Point of View Reflection

Materials:

1. Reflection template
2. Selected texts

Directions:

1. Reflect on how the narrator's point of view influences the events in the text.
2. Write a short paragraph explaining these influences using examples from the text.

Discuss Perspectives in Texts: Perspective Comparison

Materials:

1. Selected texts
2. Venn diagram template

Directions:

1. Read texts with different perspectives on the same event or topic.
2. Use a Venn diagram to compare and contrast the similarities and differences in these perspectives.

Identify Strategies for Decoding Words: Decoding Strategy Practice

Materials:

1. Decoding strategy guide
2. Selected texts

Directions:

1. Review strategies for decoding multisyllabic words.
2. Practice applying these strategies to unfamiliar words in the provided text.

Apply Decoding Strategies: Word Decoding Practice

Materials:

1. List of multisyllabic words
2. Decoding worksheet

Directions:

1. Use the decoding strategies to read and spell multisyllabic words.
2. Complete the worksheet by decoding each word and providing its meaning.

Read with Purpose and Expression: Fluent Reading Exercise

Materials:

	1. Grade-level poetry and prose 2. Recording device Directions: 1. Practice reading selected texts aloud with appropriate rate and expression. 2. Record your reading and listen to it to evaluate and improve fluency. Use Strategies to Support Word Recognition: Context Clues Exercise Materials: 1. Selected texts 2. Worksheet Directions: 1. Use context clues to determine the meaning of unfamiliar words. 2. Fill out the worksheet with the strategies you used and how they helped you understand the words. Reread Texts for Accuracy and Comprehension: Rereading for Understanding Materials: 1. Selected texts 2. Reading log Directions: 1. Read the text, then reread it. 2. Note any changes in understanding or accuracy in your reading log. 3. Discuss with a peer or teacher how rereading helped improve your comprehension.
Writing Skills	Activities
Writing Genre: Opinion/ research writing Routine writing	

- 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
- 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
- Practice revising and editing skills

Distinguish Fact from Opinion: Fact vs. Opinion Sorting

Materials:

1. Fact vs. Opinion cards
2. Worksheets

Directions:

1. Sort a set of statements into two categories: Fact and Opinion.
2. Discuss each statement with a partner to determine why it fits into each category.
3. Complete a worksheet explaining the difference between the two types.

Organize Text Using Specific Structures: Structure Mapping

Materials:

1. Selected texts
2. Mapping templates

Directions:

1. Read a text and identify its organizational structure (e.g., cause/effect, chronological order).
2. Use the mapping template to visually organize the text according to its structure.

Group Supporting Details: Supporting Details Organizer

Materials:

1. Graphic organizer
2. Selected texts

Directions:

1. Read a text and use the graphic organizer to group supporting details that back up the writer's main purpose.
2. Highlight or underline key details and explain their relevance.

Introduce a Topic Clearly: Clear Introduction Exercise

Materials:

1. Writing prompt cards
2. Paper

Directions:

- 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)
- 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
- 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
- Produce numerous pieces of writing over various time frames
- Develop skills in research

1. Write an introduction to a given topic or text prompt.
2. Ensure the introduction clearly states the topic and sets up the content to follow.
3. Share introductions with a peer for feedback.

State an Opinion with Evidence: Opinion and Evidence Worksheet

Materials:

1. Worksheets
2. Selected opinion texts

Directions:

1. Read an opinion piece and fill out the worksheet by stating your own opinion on the topic and providing evidence to support it.
2. Use details from the text as part of your evidence.

Write a Thesis Statement: Thesis Statement Workshop

Materials:

1. Thesis statement guide
2. Paper

Directions:

1. Learn about thesis statements and write a clear thesis for a given topic.
2. Focus on making it specific and relevant to the text or subject.

Organize Ideas Logically: Logical Order Graphic Organizer

Materials:

1. Graphic organizer
2. Writing prompt

Directions:

1. Use the graphic organizer to arrange ideas into a logical order.
2. Ensure each idea flows naturally to support the writer's purpose.

Logically Order Reasons Supported by Facts: Reason and Fact Chart

Materials:

1. Chart paper
2. Markers
3. Selected texts

- 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

Directions:

1. Create a chart with reasons and corresponding facts.
2. Organize the reasons logically and match each with supporting facts from the text.

Quote Directly from Text: Direct Quote Practice

Materials:

1. Selected texts
2. Quote practice sheets

Directions:

1. Read the text and identify passages to quote directly.
2. Write these quotes on practice sheets and explain their significance to your understanding of the text.

Link Opinion and Reasons: Opinion Linking Exercise

Materials:

1. Linking words worksheet
2. Writing prompts

Directions:

1. Write an opinion piece linking your opinion with reasons using words, phrases, and clauses (e.g., consequently, specifically).
2. Use the worksheet to guide your linking.

Provide a Conclusion Related to the Opinion: Opinion Conclusion Writing

Materials:

1. Paper
2. Conclusion prompts

Directions:

1. Write a conclusion for your opinion piece that reinforces your opinion and summarizes your reasons.
2. Ensure the conclusion ties back to your main opinion.

Produce Clear and Understandable Writing: Clarity Checklist

Materials:

1. Writing checklist
2. Paper

Directions:

1. Write a draft on a given topic.
2. Use the clarity checklist to review and revise your writing to ensure it is clear and understandable.

Unpack Writing Tasks: Writing Task Breakdown

Materials:

1. Writing task cards
2. Paper

Directions:

1. Read a writing task card and break down the assignment into specific steps.
2. Write a brief outline of how you will complete each step.

Unpack Writing Purpose: Purpose Identification Exercise

Materials:

1. Writing prompts
2. Purpose worksheet

Directions:

1. Identify the purpose of different writing prompts.
2. Use the worksheet to explain how each prompt's purpose will guide your writing.

Focus Organization and Development: Focused Writing Plan

Materials:

1. Planning template
2. Paper

Directions:

1. Create a writing plan that aligns with the task and purpose of the assignment.
2. Develop an outline that focuses on organizing and developing the topic effectively.

Practice Revising and Editing: Revision and Editing Stations

Materials:

1. Drafts
2. Editing checklists
3. Peer review sheets

Directions:

1. Rotate through different stations where you revise and edit drafts based on various criteria (e.g., clarity, grammar).
2. Provide and receive peer feedback.

Change Word Choice and Sentence Structure: Sentence Improvement Exercise

Materials:

1. Sentences for revision
2. Improvement checklist

Directions:

1. Revise given sentences by changing word choices and sentence structures to improve clarity and impact.
2. Use the checklist to guide your revisions.

Use Graphic Organizers: Graphic Organizer Application

Materials:

1. Story frames
2. Story mountains
3. Story maps
4. Paper

Directions:

1. Select a graphic organizer and use it to plan a story or essay.
2. Fill in each section to organize your ideas and structure your writing.

Recognize Spelling, Grammar, and Punctuation Errors: Error Identification Quiz

Materials:

1. Quizzes with errors
2. Pencils

Directions:

1. Review a quiz with deliberate spelling, grammar, and punctuation errors.
2. Identify and correct the errors, then discuss corrections with a partner.

Employ Strategies for Correcting Errors: Error Correction Strategies

Materials:

1. Error correction checklist
2. Drafts

Directions:

1. Review drafts and use error correction strategies such as peer editing or checklists to correct errors.
2. Make necessary revisions based on feedback.

Use Digital Tools for Writing: Collaborative Writing Project

Materials:

1. Computers or tablets
2. Collaborative writing tools

Directions:

1. Work with a partner or group to write a piece using digital tools.
2. Use features like comments and revisions to collaborate and refine your writing.

Ask for Guidance When Appropriate: Guidance Request Role-Play

Materials:

1. Scenarios for requesting guidance
2. Paper

Directions:

1. Practice role-playing scenarios where you need to ask for guidance on a writing task.
2. Discuss appropriate ways to seek help and how to articulate your needs.

Use Technology for Producing and Publishing Writing: Digital Publishing Project

Materials:

1. Computers or tablets
2. Digital publishing software

Directions:

1. Write and publish a piece of work using digital publishing software.
2. Focus on formatting and presentation to ensure your writing is effectively shared with others.

Demonstrate Keyboarding Skills: Keyboarding Practice

Materials:

1. Keyboarding software or typing practice websites

Directions:

1. Complete keyboarding practice exercises to improve typing speed and accuracy.
2. Track your progress and set goals for improvement.

Research a Topic: Research Report

Materials:

1. Research materials
2. Paper

Directions:

1. Choose a topic to research.
2. Gather information from multiple sources, then write a report summarizing your findings.

Explore a Topic with a Research Question: Research Question Development

Materials:

1. Research question worksheet
2. Paper

Directions:

1. Develop a research question about a chosen topic.
2. Use the worksheet to refine your question and plan your research.

Gather Information from Multiple Sources: Information Collection Grid

Materials:

1. Grid template
2. Research materials

Directions:

1. Use the grid template to gather and organize information from multiple sources on a given topic.
2. Summarize the key points from each source.

Select Relevant Information: Relevant Information Worksheet

Materials:

1. Worksheets
2. Research materials

Directions:

1. Review information collected during research and use the worksheet to select relevant details that support your main ideas or claims.

Group Like Ideas: Idea Grouping Activity

Materials:

1. Graphic organizer
2. Research notes

Directions:

1. Group similar ideas from your research notes using a graphic organizer.
2. Arrange these grouped ideas to support the structure of your writing.

Produce Writing Over Various Time Frames: Writing Time Frames Exercise

Materials:

1. Writing prompts
2. Paper

Directions:

1. Write several pieces over different time frames (e.g., short prompts, extended projects).
2. Reflect on how the time frame affects your writing process and product.

Develop Skills in Research: Research Skills Workshop

Materials:

1. Research guide
2. Computers or library access

Directions:

1. Participate in a workshop focusing on research skills, including locating, evaluating, and synthesizing information from various sources.

Reflect on Writing Choices: Writing Reflection Journal

Materials:

1. Journal or notebook
2. Writing drafts

Directions:

1. Review your drafts and reflect on your writing choices in your journal.
2. Consider what worked well and what could be improved.

Reflect on and Revise Writing: Revision Reflection

Materials:

1. Drafts
2. Reflection sheet

Directions:

1. After revising your writing, use the reflection sheet to evaluate how the revisions improved your work and identify any remaining areas for improvement.

Develop a Topic Related to Content Area: Content-Related Writing Project

Materials:

1. Topic prompts related to content areas
2. Paper

Directions:

1. Choose a topic related to a content area (e.g., science, history) and

	develop a piece of writing that reflects the task, audience, and purpose.
Speaking and Listening Skills	Activities
Task Types: Small and whole group 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) • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks	Use Previous Knowledge to Expand Discussions: Knowledge Web Discussions Materials: 1. Large paper 2. Markers 3. Sticky notes Directions: 1. Create a knowledge web on a given topic using sticky notes. 2. Start with a central idea and add related information and connections based on what you already know. 3. Use the web to expand a class discussion by sharing and linking these ideas. Engage in Conversations about Grade-Appropriate Topics and Texts: Text-Based Discussions Materials: 1. Selected texts 2. Discussion prompts Directions: 1. Read a grade-appropriate text and participate in a structured discussion using prompts. 2. Focus on sharing insights, asking questions, and connecting ideas from the text to personal experiences or other texts. Participate in Rich, Structured Conversations: Conversation Role-Play

Materials:

1. Conversation scenarios
2. Role cards

Directions:

1. In small groups, role-play different structured conversation scenarios (e.g., debate, collaborative brainstorming).
2. Each student takes on a role (participant, leader, observer) and switches roles throughout the activity.

**Engage in Whole Class, Small Group, and Partner Conversations:
Discussion Rotations**

Materials:

1. Discussion topics
2. Timers

Directions:

1. Rotate through different conversation setups (whole class, small groups, partners).
2. Each time, focus on different roles (participant, leader, observer).
3. Discuss a topic or text and reflect on how your role impacts the conversation.

**Engage in Collaborative Conversations and Active Listening: Book
Group Discussions**

Materials:

1. Books
2. Discussion guides

Directions:

1. Form book groups and read a selected book.
2. Follow a discussion guide to practice active listening, turn-taking, and linking ideas.
3. Each student takes turns sharing their thoughts and asking questions, while others practice active listening and engagement.

Speak for a Variety of Purposes: Purposeful Speech Practice

Materials:

1. Speech prompts

	2. Timer Directions: 1. Prepare and deliver short speeches on different purposes (e.g., to inform, persuade, entertain). 2. Practice adapting your speech based on the purpose and audience. 3. Provide feedback to peers on their speech delivery. Distinguish Between Formal and Informal Discourse: Discourse Comparison Materials: 1. Examples of formal and informal texts/speeches 2. Comparison charts Directions: 1. Analyze examples of formal and informal discourse. 2. Fill out a comparison chart noting key differences in tone, language, and structure. 3. Discuss how and when each type of discourse is used. Adapt Speech to Various Contexts and Tasks: Contextual Speech Adaptation Materials: 1. Scenario cards 2. Speech guidelines Directions: 1. Given different scenarios (e.g., presenting in class, speaking to a friend), adapt your speech to fit the context and task. 2. Use speech guidelines to modify your tone, vocabulary, and style. 3. Present your adapted speeches to the class.
Language Skills	Activities
• Define conjunctions, prepositions, and interjections	Define Conjunctions, Prepositions, and Interjections: Part of Speech Sorting

- Identify conjunctions, prepositions, and interjections in sentences
- Explain the purpose of conjunctions, prepositions, and interjections in sentences
- Identify the tense of verbs
- Identify perfect verb tenses in writing
- Conjugate verbs using the perfect verb tenses
- 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
- 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
- Use 5th grade vocabulary fluently when discussing academic or domain specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a

Materials:

1. Word cards with examples of conjunctions, prepositions, and interjections

Directions:

1. Sort the word cards into three categories: conjunctions, prepositions, and interjections.
2. Write definitions for each category on a chart.
3. Discuss with the class how each part of speech functions.

Identify Conjunctions, Prepositions, and Interjections in Sentences: Sentence Scavenger Hunt

Materials:

1. Printed sentences
2. Highlighters or colored pens

Directions:

1. Read a set of sentences and highlight or underline conjunctions, prepositions, and interjections in different colors.
2. Share findings with a partner and discuss their functions in the sentences.

Explain the Purpose of Conjunctions, Prepositions, and Interjections in Sentences: Function Explanation

Materials:

1. Sentence examples
2. Explanation worksheet

Directions:

1. Choose sentences that include conjunctions, prepositions, and interjections.
2. Write explanations for the role each part of speech plays in the sentence.
3. Share and compare explanations with a classmate.

Identify the Tense of Verbs: Verb Tense Sorting

Materials:

1. Verb cards with different tenses
2. Sorting mat

particular topic

- Use knowledge of conjunctions to broaden vocabulary

Directions:

1. Sort verb cards into categories for past, present, and future tenses.
2. Create a sentence using each tense and share with the class.

Identify Perfect Verb Tenses in Writing: Verb Tense Analysis

Materials:

1. Short passages with various tenses
2. Highlighters

Directions:

1. Read passages and highlight the perfect verb tenses (e.g., “had walked,” “has seen,” “will have completed”).
2. Discuss how these tenses affect the meaning of the sentences.

Conjugate Verbs Using the Perfect Verb Tenses: Verb Conjugation Chart

Materials:

1. Verb conjugation chart
2. List of verbs

Directions:

1. Complete a chart by conjugating verbs into the perfect tenses (e.g., present perfect, past perfect).
2. Use the chart to write sentences with each verb form.

Define and Identify Items in a Series: Series Identification

Materials:

1. Sentences with series
2. Definition worksheet

Directions:

1. Identify items in a series within given sentences.
2. Define what constitutes a series and write sentences of your own with correctly punctuated series.

Separate Items in a Series Using Appropriate Punctuation: Punctuation Practice

Materials:

1. Sentences with missing punctuation
2. Punctuation guide

Directions:

1. Rewrite sentences with missing commas in series.
2. Use the punctuation guide to correct errors and discuss why proper punctuation is necessary.

Spell Grade-Appropriate Words Correctly: Spelling Bee

Materials:

1. List of grade-appropriate words
2. Spelling test

Directions:

1. Participate in a spelling bee where students spell words from a list.
2. Use dictionaries and spell checkers if needed.

Use References as Needed to Aid in Spelling: Dictionary and Thesaurus Search

Materials:

1. Dictionaries
2. Thesauruses
3. Spelling word list

Directions:

1. Look up difficult words in dictionaries and thesauruses to check spelling.
2. Write the corrected words and their definitions.

Decipher the Meanings of Words and Phrases by Using Sentence Context: Context Clues Worksheet

Materials:

1. Sentences with underlined words
2. Context clues worksheet

Directions:

1. Use context clues from sentences to determine the meaning of underlined words.
2. Write definitions based on how the words are used in context.

Identify the Purpose and Use of Glossaries and Dictionaries: Glossary and Dictionary Scavenger Hunt

Materials:

1. Glossaries
2. Dictionaries
3. Scavenger hunt list

Directions:

1. Complete a scavenger hunt to find specific types of information in glossaries and dictionaries (e.g., definitions, pronunciations).
2. Discuss how these tools are used.

Determine the Structure of Glossaries and Dictionaries: Glossary and Dictionary Structure Chart

Materials:

1. Glossaries
2. Dictionaries
3. Structure chart

Directions:

1. Fill out a chart comparing the structure of glossaries and dictionaries, noting differences such as alphabetical order and entry format.

Use Both Print and Digital Glossaries and Dictionaries to Define and Clarify Words: Digital vs. Print Reference

Materials:

1. Digital dictionaries
2. Print dictionaries
3. Word list

Directions:

1. Use both digital and print dictionaries to find definitions for a list of words.
2. Compare the ease of use and information provided by each type of reference.

Use 5th Grade Vocabulary Fluently When Discussing Academic or Domain-Specific Topics: Vocabulary Discussion

Materials:

1. List of 5th grade academic and domain-specific vocabulary
2. Discussion prompts

Directions:

1. Use the vocabulary list to participate in a discussion on an academic topic.
2. Make sure to use the vocabulary words correctly in context.

Choose the Most Accurate Word When Describing Contrast, Addition, or Other Relationships: Word Choice Exercise

Materials:

1. Sentences with missing words
2. Word bank

Directions:

1. Choose the most accurate word from a word bank to complete sentences that describe contrast, addition, or other relationships.
2. Discuss why the chosen word fits best.

Use Knowledge of Conjunctions to Broaden Vocabulary: Conjunction Expansion

Materials:

1. Conjunctions list
2. Sentence starter prompts

Directions:

1. Use conjunctions from a list to create complex sentences that expand vocabulary.
2. Share sentences with classmates and discuss how conjunctions enhance meaning.

Assessments

Formative Assessments:

Quote Accurately and Draw Inferences: During reading groups, ask students to highlight or underline quotes in the text that support their answers to comprehension questions. Provide immediate feedback on their selections and reasoning.

Determine Theme/Central Idea and Summarize: Have students identify the theme or central idea of a short passage and write a brief summary.

Review their work and provide feedback on the accuracy and completeness of their summaries.

Analyze Narrator's Point of View: Use a reading journal where students reflect on how the narrator's perspective shapes the story. Provide comments on their reflections to guide deeper analysis.

Compare Accounts of Events: Give students excerpts from different accounts of the same event and ask them to write a paragraph comparing the perspectives. Provide feedback on their comparison and understanding of point of view.

Phonics and Word Analysis: Conduct quick phonics drills where students decode multisyllabic words aloud. Provide corrective feedback and additional practice as needed.

Reading Fluency and Comprehension: Have students participate in paired reading sessions where they take turns reading aloud and provide each other with feedback. Monitor the sessions and offer guidance on fluency and comprehension strategies.

Conventions of Writing: Use a sentence-building activity where students correct run-on sentences and comma splices in pairs. Review their corrections and provide feedback on their understanding.

Opinion Writing: Have students draft an outline for an opinion piece, focusing on organizing their reasons and evidence. Review the outlines and provide feedback on the logical structure and use of supporting details.

Writing Process: During the drafting stage of a writing assignment, have students use a peer-editing checklist to review each other's work. Provide feedback on their ability to identify areas for revision.

Central Idea and Support: Ask students to identify and list key details from a short informational text that support the central idea. Provide feedback on the relevance and accuracy of the details they select.

Collaborative Discussions: Observe small group discussions and provide feedback on how students contribute to the conversation, ask questions, and build on others' ideas. Use a simple checklist to guide feedback.

Adapt Speech: Conduct a mini-lesson on adapting speech for different audiences, then have students practice in pairs. Provide immediate feedback on their use of formal and informal language.

Conventions of Grammar and Usage: Have students correct sentences with common grammatical errors in small groups. Circulate to provide guidance and immediate feedback on their corrections.

Capitalization, Punctuation, and Spelling: Use quick-write activities where students write sentences that require correct punctuation and capitalization. Review their work and provide immediate feedback on their accuracy.

Summative Assessments:

Quote Accurately and Draw Inferences: Provide a series of texts and ask students to choose a quote that supports a given interpretation or inference. Observe their ability to make relevant connections and provide feedback.

Determine Theme/Central Idea and Summarize: Use graphic organizers to help students outline the theme or central idea of a text and the key details supporting it. Have students complete a “Theme and Details” organizer for literary texts and a “Central Idea and Supporting Details” organizer for informational texts.

Analyze Narrator’s Point of View: Conduct a class discussion or written reflection where students analyze how the narrator’s point of view affects the depiction of events in a text. Use a set of guiding questions to prompt students to consider how different perspectives influence interpretation.

Compare Accounts of Events: Provide students with multiple accounts of the same event or topic and have them create a Venn diagram comparing and contrasting the points of view.

Phonics and Word Analysis: Use word sorts and phonics games to assess students' ability to decode and encode multisyllabic words. Provide immediate feedback and additional practice as needed.

Reading Fluency and Comprehension: Conduct fluency assessments where students read grade-level texts aloud. Evaluate their accuracy, rate, expression, and ability to self-correct using a rubric. Provide targeted support based on their performance.

Conventions of Writing: Have students complete a grammar and punctuation assignment that focuses on avoiding fragments, run-ons, and comma splices. Use peer review sessions to allow students to give and receive feedback on their use of conventions in writing.

Opinion Writing: Use a checklist for students to plan and draft opinion pieces. Review drafts for clear topic introductions, logical organization, supporting reasons, and conclusions. Provide feedback on how well students use evidence and link their ideas.

Writing Process: Implement writing conferences where students present drafts of their work and receive feedback from peers and teachers. Have students use a revision checklist to guide their editing and refining processes.

Central Idea and Support: Have students conduct brief research projects and present their findings. Assess their ability to establish a central idea and support it with multiple sources. Provide feedback on the use of evidence and organization.

Collaborative Discussions: Observe student participation in structured discussions and use a rubric to evaluate their ability to build on others’ ideas, ask relevant questions, and express their own ideas clearly. Provide feedback on their discussion skills.

Adapt Speech: Conduct role-playing activities where students practice adapting their speech for different contexts. Use a rubric to assess their

ability to use formal or informal language appropriately.

Conventions of Grammar and Usage: Use grammar quizzes and sentence correction exercises to assess students' understanding of conjunctions, prepositions, interjections, and perfect verb tenses. Provide feedback on their accuracy and usage.

Capitalization, Punctuation, and Spelling: Have students complete punctuation and spelling exercises, including using commas correctly and spelling grade-appropriate words. Review their work and provide corrective feedback.

Resources

Mentor Texts:

- Literary Texts: *Charlotte's Web* by E.B. White, *Harry Potter and the Sorcerer's Stone* by J.K. Rowling
- Informational Texts: *National Geographic Kids: Weird But True!* series, *The Magic School Bus* series by Joanna Cole
- Poetry: *Where the Sidewalk Ends* by Shel Silverstein, *A Child's Garden of Verse* by Robert Louis Stevenson
- Literary Texts: *Wonder* by R.J. Palacio, *Percy Jackson & the Olympians: The Lightning Thief* by Rick Riordan
- Informational Texts: *National Geographic Kids: What the Dinosaurs Did* series, *I Survived* series by Lauren Tarshis
- Poetry: *A Child's Garden of Verse* by Robert Louis Stevenson, *The Swing* by Robert Louis Stevenson
- Literary Texts: *Charlotte's Web* by E.B. White, *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* by C.S. Lewis
- Informational Texts: *National Geographic Kids: Everything Series*, *The Magic School Bus* series by Joanna Cole
- Poetry: *Where the Sidewalk Ends* by Shel Silverstein, *The Random House Book of Poetry for Children* edited by Jack Prelutsky
- Grammar Texts: *Grammar Tales* by Susan Hill, *The Grammar Book: An ESL/EFL Teacher's Course* by Marianne Celce-Murcia

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](#)

• Vocabulary Texts: <i>The Magic School Bus Chapter Book: The Giant Germ</i> by Joanna Cole, <i>The Phantom Tollbooth</i> by Norton Juster	• 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
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Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns
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-Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 2: Analyzing Themes, Structures, and Effective Communication

Unit Goal:

In this unit, students will develop their ability to analyze literary and informational texts by examining how details and structures support themes and central ideas. They will explore how different perspectives influence the presentation of events and characters, and practice using word structures to enhance their comprehension and vocabulary. Additionally, students will focus on improving their writing and speaking skills by clearly expressing their ideas, supporting their opinions with evidence, and adhering to grammar and punctuation conventions. Through collaborative discussions and various writing tasks, students will refine their ability to communicate effectively and thoughtfully.

Duration: 9 weeks

Essential Questions:

- How do the details and structures within a text contribute to its overall theme or central idea?
- In what ways does an author's perspective influence the portrayal of events and characters, and how can understanding multiple viewpoints enhance our interpretation?
- How can analyzing word structures and grammar improve our comprehension and communication skills?
- What strategies can we use to effectively express ideas and opinions in both writing and speaking, and how do these strategies support clear and impactful communication?

Enduring Understandings:

- Texts are crafted with specific details and structures to convey themes and central ideas. Recognizing and analyzing these elements helps us gain a deeper understanding of the text.
- An author's or narrator's perspective shapes how events and characters are presented. Considering multiple viewpoints enhances our interpretation and comprehension of the text.
- Understanding word structures, such as prefixes, suffixes, and roots, as well as mastering grammar and punctuation, is essential for decoding complex words, improving reading comprehension, and producing clear, coherent communication.
- Effective communication, both in writing and speaking, involves clearly expressing ideas and opinions with supporting evidence, engaging in collaborative discussions, and applying appropriate grammar and punctuation conventions.

NJSLS:

Reading

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

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) explain how it is supported by key details; summarize the text.

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

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

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

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

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

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).

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

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

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.

Writing

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

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 punctuation 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.

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

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.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.5.2.E. Provide a conclusion related to the information of explanation presented.

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

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.

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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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

SL.PE.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.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.PE.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

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

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

Language

- 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.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 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.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - 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.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - 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.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Companion Standards

9.2 Career Awareness

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.
- 9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. There are a variety of factors to consider before starting a business.

9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.

9.2.5.CAP.7: Identify factors to consider before starting a business.

9.2.5.CAP.8: Identify risks that individuals and households face.

9.2.5.CAP.9: Justify reasons to have insurance.

9.4 Life Literacies and Key Skills

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

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4 Digital Citizenship

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

9.4 Information/Media Literacy

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). Specific situations require the use of relevant sources of information.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7,

6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5)

9.4 Technology Literacy

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d)

Computers and Design Thinking

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

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

8.1.5.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.4: Organize and present climate change data visually to highlight relationships or support a claim

Social Studies/Science/Other

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

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

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 Extended Text 3-6 shorter texts depending upon length and complexity	
• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read	Read Texts Closely: Text Analysis Scavenger Hunt Materials: 1. Short stories or excerpts 2. Highlighters

- 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
- 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
- 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
- Identify the relationships or interactions between people, places and ideas in text
- Explain the relationship to analyze the text
- 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

3. Sticky notes

Directions:

1. Read the text closely.
2. Use highlighters to mark important details, patterns, and repeated themes.
3. Write questions or observations on sticky notes and place them next to relevant parts of the text.

Make Connections: Text Connection Web

Materials:

1. Chart paper
2. Markers

Directions:

1. Create a web on chart paper with a central text in the middle.
2. Draw lines to personal connections, other texts, and global connections.
3. Write brief descriptions of each connection on the lines.

Use Quotes or References: Quotation Matching

Materials:

1. Excerpts with quotes
2. Matching cards

Directions:

1. Read the excerpts and match each quote with the correct explanation or inference.
2. Discuss how each quote supports the text's meaning.

Identify Key Details: Key Details Poster

Materials:

1. Large paper
2. Markers

Directions:

1. Create a poster with key details from a given text.
2. Use bullet points or illustrations to highlight these details and explain their importance to the text.

- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective
- Read texts closely to determine the main ideas and important details
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems
- Identify the points or claims an author makes in a text
- Identify reasons and evidence for those points or claims made
- Prove each point with evidence from the text
- Explain how an author uses proof to support a point in the text
- 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)
- Combine information from several texts about the same subject in a written or oral response that demonstrates

Analyze Actions and Thoughts: Character Thought Bubbles

Materials:

1. Character sketches or pictures
2. Thought bubble templates
3. Markers

Directions:

1. Analyze a character's actions and thoughts from a text.
2. Draw or place the character picture in the center and use thought bubble templates to write or draw what the character is thinking.

Identify Theme: Theme Hunt

Materials:

1. Short stories or excerpts
2. Theme chart

Directions:

1. Read the text and identify possible themes.
2. Use a theme chart to record evidence that supports each theme, including key details and passages.

Summarize Key Points: Summary Dice

Materials:

1. Dice with summary prompts (e.g., "Main idea," "Important detail," "Author's purpose")

Directions:

1. Roll the dice and use the prompt to create a summary of the text.
2. Share summaries with peers and discuss.

Identify Main Ideas in Informational Texts: Main Idea Detective

Materials:

1. Informational texts
2. Magnifying glasses (optional)
3. Paper, pens

Directions:

1. Read the informational text and act as detectives to find the main ideas.
2. Write down at least two main ideas and the supporting details for

knowledge of the subject

- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- 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

each.

Explain How the Author Supports Main Ideas: Author's Toolbox

Materials:

1. Informational texts
2. Construction paper
3. Markers

Directions:

1. Create a "toolbox" of author's strategies by identifying and illustrating how the author uses evidence and details to support main ideas.

Analyze Relationships: Relationship Chart

Materials:

1. Text excerpts
2. Chart paper
3. Markers

Directions:

1. Create a chart that maps out relationships or interactions between people, places, or ideas in the text.
2. Explain how these relationships contribute to the overall meaning.

Determine Word Meanings: Vocabulary Detective

Materials:

1. Text excerpts
2. Vocabulary lists
3. Dictionaries

Directions:

1. Use context clues from the text to determine the meaning of new words.
2. Look up definitions in dictionaries and discuss how the words fit into the text.

Identify and Analyze Metaphors and Similes: Figurative Language Fun

Materials:

1. Texts with metaphors and similes
2. Worksheet

Directions:

1. Find metaphors and similes in the text.
2. Analyze their impact on the reader and complete a worksheet that explains their meaning and effect.

Compare Text Structures: Structure Comparison Chart

Materials:

1. Two texts with different structures
2. Chart paper
3. Markers

Directions:

1. Read and compare the structures of two texts (e.g., cause/effect vs. chronological).
2. Use a chart to note similarities and differences and discuss how the structure affects meaning.

Discuss Perspectives: Perspective Role-Play

Materials:

1. Texts with different viewpoints
2. Role-play cards

Directions:

1. Read texts presenting different perspectives.
2. Role-play as characters or authors, discussing how each perspective affects the interpretation of events.

Synthesize Information from Multiple Sources: Information Synthesis Report

Materials:

1. Multiple texts on the same topic
2. Paper
3. Pens

Directions:

1. Read several texts about the same topic.
2. Synthesize information into a written or oral report that demonstrates

an understanding of the subject from various sources.

Use Media Efficiently: Media Interpretation Project

Materials:

1. Texts with multimedia elements
2. Digital tools

Directions:

1. Use multimedia elements (e.g., graphs, charts) to answer questions about the text.
2. Create a presentation explaining how the media contributes to understanding the text.

Identify Points and Claims: Claims and Evidence Chart

Materials:

1. Texts with claims
2. Paper
3. Pens

Directions:

1. Read the text and identify the points or claims made by the author.
2. Create a chart showing each claim and the supporting evidence provided in the text.

Find Similarities and Differences in Themes: Theme Comparison Venn Diagram

Materials:

1. Venn diagrams
2. Pens

Directions:

1. Compare the themes of two stories from the same genre using a Venn diagram.
2. Note similarities and differences in themes and discuss their significance.

Connect Text to Other Knowledge: Knowledge Connection Map

Materials:

1. Texts

	- Chart paper - Markers Directions: - Create a map connecting the text to practical knowledge, historical or cultural context, and background knowledge. Illustrate how these connections enhance understanding. Decode Words and Spelling: Word Decoding Challenge Materials: - Word lists with prefixes, suffixes, and roots - Decoding tools Directions: - Use word lists to practice decoding multisyllabic words. - Apply knowledge of prefixes, suffixes, and roots to spell and understand new words. Read Aloud with Expression: Expressive Reading Practice Materials: - Grade-level poetry and prose - Recording device (optional) Directions: - Practice reading aloud poetry or prose with appropriate expression and fluency. - Record and review to assess rate and expression.
Writing Skills	Activities
Writing Genre: Research/informative Routine writing	
- Organize ideas using various strategies - Introduce a topic clearly	Graphic Organizer Workshop Materials: Story frames

- Compose a clear thesis statement
- Provide a general observation and focus
- Group related information logically
- Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information
- Use transitional words, phrases, and clauses
- Select specific language and vocabulary to convey ideas and information
- Write a conclusion that is related to the information or explanation
- 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
- 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

2. Story mountains,
3. Story maps
4. Pencils
5. Paper

Directions:

1. Use various graphic organizers to plan and organize ideas for a writing assignment.
2. Students will select the most suitable organizer for their writing task, such as a story frame for narratives or a story map for expository writing.

Topic Introduction Challenge

Materials:

1. Writing paper
2. Pencils

Directions:

1. Write an introductory paragraph for a given topic, focusing on clarity and engagement.
2. Students will practice introducing a topic effectively to capture the reader's interest.

Thesis Statement Practice

Materials:

1. Writing paper
2. Pencils

Activity Description:

1. Create thesis statements for different topics and discuss their clarity and relevance.
2. Students will develop clear and concise thesis statements that guide the direction of their writing.

Observation and Focus Exercise

Materials:

1. Writing paper
2. Pencils

Description:

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)
- 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
- Locate information from print and digital sources
- Integrate information from personal experiences
- Include a list of sources used
- Take notes on information gathered from the sources to support the topic
- Synthesize information to avoid plagiarism
- Organize information into categories
- 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

1. Write a general observation about a topic and then narrow it down to a focused statement.
2. Students will practice making broad observations and refining them into specific, focused ideas.

Logical Grouping Task

Materials:

1. Writing paper
2. Pencils
3. Printed information

Description:

1. Sort information into categories and group related ideas logically before writing.
2. Students will organize information in a coherent manner, grouping related details together.

Text Features Exploration

Materials:

1. Informational texts with headings, illustrations, and multimedia
2. Highlighters

Description:

1. Identify and use text features such as headings, illustrations, and multimedia to support writing.
2. Students will explore how text features contribute to understanding and use them in their own writing.

Information Selection Exercise

Materials:

1. Writing paper
2. Pencils
3. Printed information

Description:

1. Choose relevant information to support a given topic and explain why it is pertinent.
2. Students will practice selecting and justifying the use of specific information to develop their writing.

- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Paragraph Linking Practice

Materials:

1. Writing paper
2. Pencils

Activity Description:

1. Write paragraphs ensuring clear connections between ideas with appropriate transitional words and phrases.
2. Students will focus on linking ideas smoothly within and between paragraphs.

Transition Words Exercise

Materials:

1. Writing paper
2. Pencils
3. List of transition words and phrases

Description:

1. Incorporate transitional words and phrases into writing to improve flow and coherence.
2. Students will practice using transitions to connect ideas and enhance readability.

Vocabulary Building Task

Materials:

1. Writing paper
2. Pencils
3. Vocabulary lists

Description:

1. Choose specific words and phrases to enhance writing and convey ideas clearly.
2. Students will expand their vocabulary and apply new words in their writing to improve expression.

Conclusion Writing Practice

Materials:

1. Writing paper

2. Pencils

Description:

1. Write concluding paragraphs that summarize and relate back to the main points discussed.
2. Students will practice crafting conclusions that effectively wrap up their writing.

Writing Clarity Check

Materials:

1. Writing paper
2. Pencils

Description:

1. Peer review writing to ensure clarity and understanding, providing constructive feedback.
2. Students will assess each other's writing for clarity and offer suggestions for improvement.

Writing Task Analysis

Materials:

1. Writing paper
2. Pencils

Description:

1. Break down different types of writing assignments and their purposes to understand the goals.
2. Students will analyze various writing tasks to determine their purpose and requirements.

Organizational Strategy Practice

Materials:

1. Writing paper
2. Pencils
3. Graphic organizers

Description:

1. Use outlines and graphic organizers to focus and develop a topic effectively.
2. Students will practice organizing their ideas using various strategies

to enhance their writing structure.

Revision Workshop

Materials:

1. Drafts of writing
2. Pencils
3. Revision checklists

Description:

1. Revise and edit a draft focusing on improving word choice, sentence structure, and overall clarity.
2. Students will work on refining their writing through peer feedback and self-assessment.

Graphic Organizer Creation

Materials:

1. Paper
2. Pencils
3. Markers

Description:

1. Create and use various graphic organizers to plan and develop writing projects.
2. Students will design their own organizers to map out their writing process and structure.

Error Detection Practice

Materials:

1. Writing samples with intentional errors
2. Pencils

Description:

1. Identify and correct spelling, grammar, and punctuation errors in writing samples.
2. Students will practice spotting and fixing common writing errors.

Digital Writing Project

Materials:

1. Computers or tablets

	2. Word processing software Description: 1. Collaborate on writing projects using digital tools and technology. 2. Students will use online platforms and word processors to create and share written work. Research and Synthesis Exercise Materials: 1. Print and digital sources 2. Note-taking materials Description: 1. Locate and integrate information from print and digital sources to support a writing topic. 2. Students will practice researching, taking notes, and synthesizing information from multiple sources. Content Area Writing Project Materials: 1. Writing paper 2. Pencils 3. Content-specific resources Description: 1. Write about a topic related to a specific content area (e.g., science or history) reflecting task, audience, and purpose. 2. Students will develop writing projects based on content area topics, considering the intended audience and purpose.
Speaking and Listening Skills	Activities
Task Type: Project-based presentations focusing on use of multimedia and visual displays.	
• Use previous knowledge to expand discussions about a topic	Knowledge Expansion Discussion

- 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)
- Identify the key points and supporting details of a text presented orally
- Summarize a written text read aloud or information presented in multiple formats
- 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
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Materials:

1. Topic prompts
2. Whiteboard or chart paper
3. Markers

Description:

1. Use previous knowledge to expand discussions about a given topic.
2. Students will start with their existing knowledge, contribute to a group discussion, and build on others' ideas to deepen the conversation.
3. The teacher or a student will record key points on the whiteboard or chart paper.

Structured Conversation Circles

Materials:

1. Conversation prompts
2. Chairs arranged in a circle

Description:

1. Engage in a variety of rich, structured conversations.
2. Students will participate in class-wide, small group, and partner discussions, rotating through different roles (participant, leader, observer).
3. The conversations will be guided by prompts and topics appropriate for their grade level.

Collaborative Book Groups

Materials:

1. Books or texts
2. Discussion questions
3. Note-taking materials

Description:

1. Participate in book groups or literature circles, developing skills in active listening and group discussion.
2. Students will take turns reading, listening, and discussing the book in their groups, practicing turn-taking, linking ideas, and sharing the floor.

	Key Points and Details Identification Materials: 1. Audio recordings of texts 2. Note-taking sheets Description: 1. Identify key points and supporting details from an orally presented text. 2. Students will listen to an audio recording of a text, take notes on the main ideas and supporting details, and then discuss their findings with a partner or small group. Oral Presentation Practice Materials: 1. Presentation topics 2. Visual aids (optional) 3. Timer Description: 1. Report on a topic or text, telling a story or recounting an event in an organized manner. 2. Students will present information orally, ensuring they use coherent sentences, maintain an appropriate pace, and logically support their opinions. 3. They will also practice adapting their speech to different contexts and tasks, distinguishing between formal and informal discourse.
Language Skills	Activities
• Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and	Conjunctions, Prepositions, and Interjections Identification Materials: 1. Sentence strips 2. Markers Description: 1. Define and identify conjunctions, prepositions, and interjections in

interjections in sentences

- Identify the tense of verbs describe time, sequences, states, and conditions in reading
- Convey various times, sequences, states, and conditions using verb tenses in writing
- Outline comma rules for setting off introductory words and phrases, the words *yes* and *no*, tag questions, and direct address
- Identify introductory words and phrases
- Separate an introductory element from the rest of the sentence by using commas
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Identify sentences in writing that need revision
- Revise writing by expanding, combining, and reducing sentences
- Determine similarities and differences in the presentation of English used in stories
- 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

sentences.

2. Students will work in pairs or small groups to highlight and label these parts of speech in provided sentence strips, discussing their roles and purposes in the sentences.

Tense Identification Challenge

Materials:

1. Short passages
2. Highlighters

Description:

1. Identify the tense of verbs and explain how they describe time, sequences, states, and conditions in reading.
2. Students will read short passages, highlight verbs, and note the tense they are in, then discuss how the tense impacts the meaning of the text.

Verb Tense Writing Exercise

Materials:

1. Writing paper
2. Pencils

Description:

1. Convey various times, sequences, states, and conditions using verb tenses in writing.
2. Students will write sentences or short paragraphs that use different verb tenses to describe different scenarios, demonstrating their understanding of how tense conveys meaning.

Comma Rules Exploration

Materials:

Worksheets with sentences

Pencils

Description:

1. Outline and practice comma rules for setting off introductory words and phrases, the words “yes” and “no,” tag questions, and direct address.
2. Students will complete worksheets where they insert commas

- Use 5th grade vocabulary fluently when discussing academic or domain specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a particular topic
- Use knowledge of conjunctions to broaden vocabulary

according to the rules provided.

Introductory Words and Phrases Identification

Materials:

1. Sentence examples
2. Markers

Description:

1. Identify introductory words and phrases in sentences.
2. Students will review sentence examples and underline or highlight introductory elements, discussing their purpose and how they are separated by commas.

Sentence Revision Workshop

Materials:

1. Drafts of student writing
2. Pencils
3. Revision checklists

Description:

1. Revise writing by expanding, combining, and reducing sentences.
2. Students will review their drafts or those of their peers, using checklists to guide revisions that improve clarity and coherence.

Glossary and Dictionary Skills

Materials:

1. Glossaries
2. Dictionaries (both print and digital)
3. Vocabulary lists

Description:

1. Identify the purpose and use of glossaries and dictionaries, and determine their structure.
2. Students will use both print and digital resources to define and clarify words, practice looking up words, and understand the structure of these reference tools.

Vocabulary in Context Activity

Materials:

	1. Sentences with missing words 2. Context clues Description: 1. Decipher the meanings of words and phrases using sentence context. 2. Students will fill in blanks in sentences using context clues provided, then discuss how they determined the meanings of the words. Word Choice Practice Materials: 1. Word lists 2. Sentence prompts Description: 1. Choose the most accurate word when describing contrast, addition, or other relationships. 2. Students will select and use precise words from given lists to complete sentences or paragraphs, explaining their choices. Vocabulary Broadening with Conjunctions Materials: 1. Sentences 2. Conjunctions list Description: 1. Use knowledge of conjunctions to broaden vocabulary. 2. Students will create sentences using various conjunctions to link ideas and expand their vocabulary, discussing how different conjunctions affect the meaning and flow of their sentences.
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Assessments
Formative Assessments Text Analysis Scavenger Hunt: Use highlighters and sticky notes to mark important details, patterns, and themes in a text. Text Connection Web: Create a web on chart paper to connect a central text to personal experiences, other texts, and global contexts. Quotation Matching: Match quotes from a text with their explanations or inferences and discuss their impact on understanding the text.

Key Details Poster: Create a poster highlighting key details from a text and explain their importance.

Character Thought Bubbles: Analyze and illustrate a character’s actions and thoughts using thought bubble templates.

Theme Hunt: Identify and record possible themes from a text using a theme chart.

Summary Dice: Use dice with summary prompts to create and share summaries of a text.

Main Idea Detective: Find and document main ideas and supporting details in an informational text.

Author’s Toolbox: Create a visual representation of how an author supports main ideas with evidence.

Relationship Chart: Create a chart mapping relationships between characters, places, or ideas in a text.

Vocabulary Detective: Use context clues and dictionaries to determine the meanings of new words.

Figurative Language Fun: Find and analyze metaphors and similes in a text using a worksheet.

Structure Comparison Chart: Compare the structures of two texts and note similarities and differences.

Perspective Role-Play: Role-play different perspectives from texts and discuss their impact on interpretation.

Information Synthesis Report: Synthesize information from multiple texts on a topic into a written or oral report.

Media Interpretation Project: Use multimedia elements to answer questions about a text and create a presentation.

Claims and Evidence Chart: Identify and chart points or claims made by an author and their supporting evidence.

Theme Comparison Venn Diagram: Use a Venn diagram to compare themes from two stories in the same genre.

Knowledge Connection Map: Map connections between a text and practical, historical, or cultural knowledge.

Word Decoding Challenge: Practice decoding multisyllabic words using strategies for prefixes, suffixes, and roots.

Expressive Reading Practice: Read grade-level poetry or prose aloud with appropriate expression and fluency.

Summative Assessments

Text Analysis Report: Write a comprehensive analysis of a text, including themes, character analysis, and narrative perspective.

Connection Essay: Write an essay connecting a central text to personal experiences, other texts, and global issues.

Quotation Analysis Essay: Analyze how specific quotes from a text support its meaning in an essay.

Character Analysis Paper: Write a paper analyzing a character’s actions, thoughts, and development throughout a text.

Thematic Essay: Write an essay identifying and discussing themes in a given text, supported by evidence.

Comprehensive Summary: Create a detailed summary of a text, addressing main ideas, important details, and the author’s purpose.

Informational Text Analysis: Analyze and write a report on main ideas, evidence, and author’s strategies in an informational text.

Comparative Structure Essay: Write an essay comparing the structures of two texts and discussing how the structure affects meaning.

Perspective Analysis Report: Write a report analyzing different perspectives presented in texts and their effects on interpretation.

Synthesis Report: Create a report synthesizing information from multiple sources on a topic, demonstrating comprehensive understanding.

Resources

Mentor Texts

Literary Texts

Reading

- [North Carolina-5th Gr. ELA Unpacking the Standards](#)
- [PARCC Evidence Tables](#)
- [Point of View Video](#)

- *The True Story of the Three Little Pigs* by Jon Scieszka
- *The Most Magnificent Thing* by Ashley Spires
- *How to Babysit a Grandma* by Jean Reagan
- *The Name Jar* by Yangsook Choi
- *Charlotte's Web* by E.B. White
- *Matilda* by Roald Dahl
- *The Legend of the Indian Paintbrush* by Tomie dePaola
- *The Little Prince* by Antoine de Saint-Exupéry
- *The House on Mango Street* by Sandra Cisneros
- *The Phantom Tollbooth* by Norton Juster
- *The Day You Begin* by Jacqueline Woodson
- *The Last Fifth Grade of Emerson Elementary* by Laura Shovan
- *The Other Side* by Jacqueline Woodson
- *The Story of Ruby Bridges* by Robert Coles
- *The World in a Second* by Isabel Minhós Martins
- *The Fantastic Flying Books of Mr. Morris Lessmore* (Book and short film)
- *The Invention of Hugo Cabret* by Brian Selznick
- *One Green Apple* by Eve Bunting
- *How to Make an Apple Pie and See the World* by Marjorie Priceman
- *The Sneetches and Other Stories* by Dr. Seuss
- *Each Kindness* by Jacqueline Woodson
- *The Arrival* by Shaun Tan
- *Frindle* by Andrew Clements
- *Where the Wild Things Are* by Maurice Sendak
- *Cinderella* (Different cultural versions)

Informational Texts

- *National Geographic Kids: Everything Ancient Egypt* by Crispin Boyer
- *The World of Inventors* by Rachel Bright
- *A Long Walk to Water* by Linda Sue Park
- *The Diary of a Young Girl* by Anne Frank

- [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](#)

Read Texts Closely: Text Analysis Scavenger Hunt

- *The Paper Bag Princess* by Robert Munsch
- *The Name Jar* by Yangsook Choi

Make Connections: Text Connection Web

- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- *Esperanza Rising* by Pam Muñoz Ryan

Use Quotes or References: Quotation Matching

- *Wonder* by R.J. Palacio
- *The Crossover* by Kwame Alexander

Identify Key Details: Key Details Poster

- *Amari and the Night Brothers* by B.B. Alston
- *The Chronicles of Narnia: The Lion, the Witch, and the Wardrobe* by C.S. Lewis

Analyze Actions and Thoughts: Character Thought Bubbles

- *The Proudest Blue* by Ibtihaj Muhammad
- *Inside Out and Back Again* by Thanhha Lai

Identify Theme: Theme Hunt

- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor
- *The Breadwinner* by Deborah Ellis

Summarize Key Points: Summary Dice

- *The Lion and the Mouse* (Aesop's Fable)
- *The True Story of the 3 Little Pigs* by Jon Scieszka

Identify Main Ideas in Informational Texts: Main Idea Detective

- [Newsela](#)
- [Critical Thinking](#)
- [HandbookCritical Thinking](#)
- [Lessons in Literacy](#)
- [Whole Brain Teaching Video](#)
- [Critical Thinking Lesson Plans](#)

- *National Geographic Kids: Everything Ancient Egypt* by Crispin Boyer
- *The Great Wall of China* (Eyewitness Series)

Explain How the Author Supports Main Ideas: Author's Toolbox

- *A Long Walk to Water* by Linda Sue Park
- *The Diary of a Young Girl* by Anne Frank

Analyze Relationships: Relationship Chart

- *Matilda* by Roald Dahl
- *The Legend of the Indian Paintbrush* by Tomie dePaola

Determine Word Meanings: Vocabulary Detective

- *The Little Prince* by Antoine de Saint-Exupéry
- *The Magic Tree House* series by Mary Pope Osborne

Identify and Analyze Metaphors and Similes: Figurative Language Fun

- *The House on Mango Street* by Sandra Cisneros
- *The Phantom Tollbooth* by Norton Juster

Compare Text Structures: Structure Comparison Chart

- *The Day You Begin* by Jacqueline Woodson
- *The Last Fifth Grade of Emerson Elementary* by Laura Shovan

Discuss Perspectives: Perspective Role-Play

- *The True Story of the 3 Little Pigs* by Jon Scieszka
- *The Other Side* by Jacqueline Woodson

Synthesize Information from Multiple Sources: Information Synthesis Report

- *The Story of Ruby Bridges* by Robert Coles

- *The World in a Second* by Isabel Minhós Martins

Use Media Efficiently: Media Interpretation Project

- *The Fantastic Flying Books of Mr. Morris Lessmore* (Book and short film)
- *The Invention of Hugo Cabret* by Brian Selznick

Identify Points and Claims: Claims and Evidence Chart

- *One Green Apple* by Eve Bunting
- *How to Make an Apple Pie and See the World* by Marjorie Priceman

Find Similarities and Differences in Themes: Theme Comparison Venn Diagram

- *The Sneetches and Other Stories* by Dr. Seuss
- *Each Kindness* by Jacqueline Woodson

Connect Text to Other Knowledge: Knowledge Connection Map

- *The Arrival* by Shaun Tan
- *The Name Jar* by Yangsook Choi

Decode Words and Spelling: Word Decoding Challenge

- *Frindle* by Andrew Clements
- *Charlotte's Web* by E.B. White

Read Aloud with Expression: Expressive Reading Practice

- *Where the Wild Things Are* by Maurice Sendak
- *Cinderella* (Different cultural versions)

Support/Accommodations for Students with IEPs

-Follow all IEP modifications

Support/Accommodations for Students with 504 Plans

-Follow all the 504 plan modifications

-Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text) -Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists -Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Unit 3: Text Analysis and Precision Writing: Strategies for Comprehension and Expression

Unit Goal:

In this unit, students will develop comprehensive literacy skills by engaging deeply with texts to quote accurately, analyze content, and draw connections. They will examine text structures and perspectives to understand their impact on meaning and interpretation. Students will enhance their writing abilities through a focus on grammar, punctuation, and spelling, and create clear, informative texts using precise language. They will apply phonics and word analysis strategies to improve reading fluency and comprehension, and actively participate in collaborative discussions, using multimedia and adapting their speech for various contexts. This unit aims to equip students with the tools to analyze, interpret, and communicate ideas effectively in both reading and writing.

Duration: 9 weeks

Essential Questions:

1. How do accurate quotations and references from texts enhance our understanding of what the text explicitly says and what can be inferred?
2. In what ways do themes, central ideas, and the overall structure of texts contribute to their meaning and impact?
3. How do various perspectives and points of view influence the way we interpret events and information in texts?
4. How can we effectively use language conventions, including grammar, punctuation, and spelling, to communicate our ideas clearly in writing?
5. What strategies can we use to decode and understand multisyllabic words, and how do these strategies support our overall reading comprehension?

Enduring Understandings:

- Accurate quotations and references are essential tools for clarifying and supporting our interpretations of texts, enabling deeper comprehension of both explicit content and inferred meanings.
- Identifying themes and central ideas, and understanding how texts are structured, allows readers to grasp the overarching messages and how details support these messages.
- Different points of view and perspectives provide varied interpretations of events and information, influencing how readers perceive and engage with texts.
- Mastery of language conventions—such as grammar, punctuation, and spelling—is crucial for clear and effective written communication, allowing writers to convey their intended meaning accurately.
- Decoding strategies for multisyllabic words and understanding their components enhance reading fluency and comprehension, helping readers approach complex texts with confidence.

NJSLS:

Reading

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

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) explain how it is supported by key details; summarize the text.

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

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

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

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

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.

Writing

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

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 punctuation 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.

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

W.NW.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.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 transitional 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.

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

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.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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

SL.PE.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.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.PE.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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.

Language

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

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.

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

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

Companion Standards

9.2 Career Awareness

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

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

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

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

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. There are a variety of factors to consider before starting a business.

9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.

9.2.5.CAP.7: Identify factors to consider before starting a business.

9.2.5.CAP.8: Identify risks that individuals and households face.

9.2.5.CAP.9: Justify reasons to have insurance.

9.4 Life Literacies and Key Skills

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

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4 Digital Citizenship

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

9.4 Information/Media Literacy

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). Specific situations require the use of relevant sources of information.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7,

6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5)

9.4 Technology Literacy

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d)

Computers and Design Thinking

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

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

8.1.5.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.4: Organize and present climate change data visually to highlight relationships or support a claim

Social Studies/Science/Other

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

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

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 - 2 Extended Texts 4-8 shorter texts depending upon length and complexity	
• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read	Close Reading Detective Materials: 1. Texts (short stories or excerpts)

- 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
- 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
- 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
- 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
- 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

2. Highlighters
3. Sticky notes
4. Questioning prompts

Description:

1. Students read a passage closely, using sticky notes to mark passages where they ask questions, identify important details, or notice patterns.
2. They then discuss their findings in groups, focusing on how these elements contribute to the text's meaning.

Text Connection Web

Materials:

1. Paper
2. Markers
3. Sample texts (literary and informational)

Description:

1. Students create a web diagram connecting a current text to personal experiences, other texts, and global issues.
2. They write a brief explanation for each connection and share with the class.

Quoting Quest

Materials:

1. Text excerpts
2. Citation guidelines
3. Paper

Description:

1. Students select quotes from a given text and use them to support explanations of what the text says explicitly and their inferences.
2. They practice proper citation and create a written response using their quotes.

Key Detail Scavenger Hunt

Materials:

1. Texts
2. Highlighters

structure of a text

- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with

3. Checklist of key details

Description:

1. Students read a passage and use a checklist to find and highlight key details that support the main ideas.
2. They then summarize their findings in a brief paragraph.

Character Analysis Chart

Materials:

1. Text excerpts
2. Chart templates
3. Markers

Description:

1. Students create a chart analyzing the actions and thoughts of characters in a text.
2. They identify patterns in character behavior and how these patterns impact the story.

Theme Finder

Materials:

1. Various short stories or poems
2. Theme identification worksheet

Description:

1. Students read different texts and identify the theme.
2. They use a worksheet to record evidence supporting their identification of the theme and discuss their findings in small groups.

Main Idea and Detail Organizer

Materials:

1. Informational texts
2. Graphic organizers

Description:

1. Students read an informational text and use a graphic organizer to separate main ideas and supporting details.
2. They then write a summary based on their organizer.

Metaphor and Simile Analysis

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

Materials:

1. Text excerpts with metaphors and similes
2. Analysis worksheet

Description:

1. Students identify metaphors and similes in texts and analyze their impact on the reader.
2. They complete a worksheet explaining the figurative language and its effect.

Text Structure Sort

Materials:

1. Text samples (various structures)
2. Sorting cards

Description:

1. Students sort texts into categories based on their structure (chronological, comparative, cause/effect).
2. They discuss how the structure impacts the text's meaning.

Perspective Discussion

Materials:

1. Texts with multiple perspectives
2. Discussion prompts

Description:

1. Students read texts from different perspectives and discuss how each perspective affects the presentation of information.
2. They compare and contrast perspectives using guided questions.

Information Synthesis Report

Materials:

1. Multiple texts on the same subject
2. Report template

Description:

1. Students combine information from several texts to write a report demonstrating their understanding of the subject.
2. They present their report to the class.

	Reading Fluency Practice Materials: 1. Grade-level poetry and prose 2. Recording device Description: 1. Students practice reading aloud with appropriate rate and expression. 2. They record their reading and listen to it to assess and improve their fluency and expression.
Writing Skills	Activities
Writing Genre: Narrative Research/literary analysis	
• Organize ideas using various strategies • Introduce a topic clearly • Compose a clear thesis statement • Provide a general observation and focus • Group related information logically • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information • Use transitional words, phrases, and clauses	Close Reading Investigation Materials: 1. Text excerpts 2. Highlighters 3. Sticky notes 4. Questioning prompts Description: 1. Students closely read a passage, using sticky notes to annotate questions, highlight important details, and identify patterns. 2. They then share their insights with the class, discussing how these elements contribute to the overall meaning. Idea Organizer Materials: 1. Paper 2. Markers 3. Graphic organizers (e.g., mind maps, outlines) Description:

- Select specific language and vocabulary to convey ideas and information
- Write a conclusion related to the information or explanation
- 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
- 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)
- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others

1. Students use various graphic organizers to arrange their ideas on a given topic.
2. They present their organized ideas to the class, explaining their choices and how the organization helps clarify their topic.

Thesis Statement Workshop

Materials:

1. Thesis statement templates
2. Example texts
3. Paper

Description:

1. Students practice crafting clear thesis statements using templates and examples.
2. They peer review each other's thesis statements and provide feedback for clarity and focus.

Observation and Focus Writing

Materials:

1. Sample texts
2. Writing prompts

Description:

1. Students write a short piece on a given topic, focusing on providing a general observation and maintaining a clear focus.
2. They then review and discuss how their writing aligns with the topic and observation.

Logical Grouping Game

Materials:

1. Index cards with information on different topics
2. Grouping charts

Description:

1. Students group related information from index cards into logical categories.
2. They use grouping charts to organize the information and discuss how the organization aids in understanding the topic.

- Demonstrate keyboarding skills
- 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
- Locate information from print and digital sources
- Integrate information from personal experiences
- Include a list of sources used
- Take notes on information gathered from the sources to support the topic
- Synthesize information to avoid plagiarism
- Organize information into categories
- Use reading literary and informational text to research and investigate topics
- Write a thesis statement
- Cite 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

Text Features Scavenger Hunt

Materials:

1. Informational texts
2. Text feature checklist

Description:

1. Students explore texts to find and annotate various text features (e.g., headings, illustrations, multimedia).
2. They then present how these features support the information presented.

Transition Time

Materials:

1. Writing samples with missing transitions
2. Transitional words/phrases list

Description:

1. Students add appropriate transitional words, phrases, or clauses to incomplete writing samples.
2. They then discuss how transitions improve the flow and coherence of the text.

Vocabulary Choice Challenge

Materials:

1. Texts with highlighted vocabulary
2. Vocabulary list
3. Writing prompts

Description:

1. Students select specific vocabulary words from a list to enhance their writing.
2. They use the chosen words in context and explain their choices.

Conclusion Crafting

Materials:

1. Writing prompts
2. Sample conclusions

Description:

1. Students write conclusions for given writing prompts, ensuring they

- 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
- 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

are related to the main content.

2. They review sample conclusions to understand how to effectively wrap up their writing.

Revision Relay

Materials:

1. Drafts of writing pieces
2. Revision checklists

Description:

1. In pairs or small groups, students exchange drafts and use checklists to revise and edit each other's work, focusing on improving word choice, sentence structure, and overall clarity.

Digital Collaboration

Materials:

1. Computers/tablets
2. Collaborative writing tools (e.g., Google Docs)

Description:

1. Students work in groups using digital tools to collaboratively write and edit a piece of text.
2. They discuss and reflect on how digital tools facilitate collaboration and improve their writing.

Research Roundup

Materials:

1. Research topics
2. Note-taking templates
3. Access to print and digital sources

Description:

1. Students research a topic, take notes from multiple sources, and organize their findings.
2. They then compile their research into a structured report, including a list of sources.

Speaking and Listening Skills	Activities
Task Type: Present in small groups and to whole class	
• 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) • Identify main ideas and themes of a presentation • Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks.	Knowledge Expansion Discussion Materials: 1. Discussion prompts related to various topics 2. Previous lesson notes Description: 1. Students use their previous knowledge to expand discussions on a new topic. 2. They start by reviewing notes from prior lessons and then participate in a structured discussion where they connect their prior knowledge to the new topic. Conversation Café Materials: 1. Conversation prompts 2. Discussion guidelines Description: 1. Students engage in structured conversations about grade-appropriate topics and texts. 2. They rotate through different discussion stations, practicing how to contribute thoughtfully and listen actively. Role Rotation Materials: 1. Discussion topics 2. Role cards (participant, leader, observer) Description: 1. Students participate in various discussions (whole class, small groups, and pairs) while rotating through different roles: participant, leader, and observer. 2. They reflect on how each role influences their contribution to the discussion.

Collaborative Book Groups

Materials:

1. Books or texts
2. Discussion questions
3. Roles (facilitator, note-taker, timekeeper)

Description:

1. Students form small book groups where they read and discuss a text.
2. Each group member takes on a specific role to facilitate the discussion and ensure active participation.

Active Listening Practice

Materials:

1. Audio recordings
2. Listening prompts

Description:

1. Students listen to short audio recordings and take notes on the main ideas.
2. They then discuss their notes in pairs, focusing on listening skills such as eye contact, turn-taking, and linking ideas.

Visual and Audio Enhancement

Materials:

1. Presentation software
2. Audio clips
3. Visual aids

Description:

1. Students create presentations that combine audio recordings and visual displays to enhance the development of main ideas or themes.
2. They present their work to the class and explain how the multimedia elements support their message.

Speech Adaptation Workshop

Materials:

1. Various speech scenarios
2. Rubric for formal vs. informal speech

	Description: 1. Students practice adapting their speech to different contexts (formal presentations, informal conversations). 2. They perform and receive feedback on how well they adjusted their speech for each context. Debate Day Materials: 1. Debate topics 2. Rules of debate 3. Evidence cards Description: 1. Students engage in structured debates on various topics, practicing formal discourse. 2. They prepare arguments and responses, focusing on clear, respectful communication and adapting their speech to the debate format.
Language Skills	Activities
• Define conjunctions, prepositions, and interjections • Identify conjunctions, prepositions, and interjections in sentences • Explain the purpose of conjunctions, prepositions, and interjections in sentences • Define correlative conjunctions and explain the purpose • Use correlative conjunctions appropriately when writing or speaking • Indicate a title by using the proper punctuation for the text	Conjunctions, Prepositions, and Interjections Identification Materials: 1. Sentence strips with various sentences 2. Highlighters 3. Worksheets Description: 1. Students highlight and identify conjunctions, prepositions, and interjections in a series of sentences. 2. They complete a worksheet where they label these parts of speech and explain their functions. Purpose of Parts of Speech Materials: 1. Sentences with missing conjunctions, prepositions, and interjections

- Explain the different types of punctuation used to indicate title and why
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- 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
- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships

2. Fill-in-the-blank worksheets

Description:

1. Students complete sentences by filling in the blanks with appropriate conjunctions, prepositions, and interjections.
2. They then explain the purpose of each word they inserted.

Correlative Conjunctions Practice

Materials:

1. Sentences with missing correlative conjunctions
2. Practice worksheets

Description:

1. Students fill in sentences with appropriate correlative conjunctions (e.g., either/or, neither/nor).
2. They discuss how these conjunctions connect ideas and provide examples in their writing.

Title Punctuation Exploration

Materials:

1. Text excerpts with titles
2. Punctuation guides

Description:

1. Students review various types of titles (books, articles) and practice punctuating them correctly (e.g., italics for books, quotation marks for articles).
2. They then create a list of titles with correct punctuation.

Spelling Bee with References

Materials:

1. Spelling lists
2. Dictionaries
3. Spell-check tools

Description:

1. Students participate in a spelling bee where they use references such as dictionaries or spell-check tools to verify correct spellings.
2. They discuss strategies for spelling words correctly.

Context Clues Challenge

Materials:

1. Sentences with highlighted unknown words
2. Context clues worksheet

Description:

1. Students use context clues to determine the meaning of highlighted unknown words in sentences.
2. They complete a worksheet explaining their process and the inferred meanings.

Prefix and Suffix Sorting

Materials:

1. Cards with base words, prefixes, and suffixes

Description:

1. Students sort cards into groups based on prefixes, suffixes, and base words.
2. They then create new words using these components and define them based on their parts.

Root Word Detective

Materials:

1. Word lists with root words
2. Dictionaries

Description:

1. Students identify root words in a list of unfamiliar words.
2. They use dictionaries to define these root words and apply this knowledge to understand the meanings of the full words.

Glossary and Dictionary Scavenger Hunt

Materials:

1. Glossaries
2. Dictionaries (print and digital)

Description:

1. Students complete a scavenger hunt where they use glossaries and dictionaries to find definitions of specific words.
2. They compare how definitions are presented in print vs. digital

	formats. Vocabulary Usage Debate Materials: 1. Vocabulary list 2. Debate topics Description: 1. Students participate in a debate using grade-appropriate vocabulary words. 2. They focus on choosing the most accurate words to describe contrast, addition, or other relationships.

Assessments
Formative Assessments 1. Reading Journals: Regular entries where students note personal and text-to-text connections, key details, and themes. 2. Discussion Journals: Students reflect on their participation and the roles they played in discussions, identifying strengths and areas for improvement. 3. Group Discussions: Observing and evaluating student contributions during group discussions on themes, character analysis, and text structure. 4. Peer Feedback: Feedback from peers on individual contributions and listening skills during collaborative conversations and book groups. 5. Peer Reviews: Observing students' feedback during peer review sessions to assess their ability to identify strengths and areas for improvement in writing. 6. Role Reflection: Students write short reflections on their experiences in different discussion roles, noting how each role affected their interaction and understanding. 7. Graphic Organizer Checks: Reviewing students' completed graphic organizers for clarity and logical organization of ideas. 8. Thesis Statement Evaluations: Monitoring students' creation of thesis statements and providing feedback on their clarity and focus. 9. Exit Tickets: Short prompts asking students to summarize what they have learned, identify key details, or explain how they organized their ideas. 10. Observation Notes: Teacher observations during group discussions and role rotations to assess participation, leadership, and listening skills.

11. **Vocabulary Quizzes:** Quick quizzes on vocabulary usage and definitions to gauge understanding and correct application.

Summative Assessments

1. **Grammar Quiz:** A quiz testing students on their ability to identify and explain the use of conjunctions, prepositions, interjections, and correlative conjunctions.
2. **Spelling Test:** A test where students spell grade-appropriate words correctly and demonstrate the use of references if needed.
3. **Vocabulary Assessment:** An assessment requiring students to use context clues, prefixes, suffixes, and root words to define and use new vocabulary.
4. **Writing Assignment:** A writing piece where students must use correct punctuation for titles, integrate a variety of vocabulary words, and apply their understanding of parts of speech.
5. **Research Report:** A detailed report based on research, including a clear thesis statement, organized information, and proper citations.
6. **Writing Portfolio:** A collection of various writing pieces demonstrating clear organization, effective transitions, and thoughtful revision.
7. **Oral Presentation:** Presenting findings from a research project or writing assignment, showing understanding and synthesis of information.
8. **Final Writing Assignment:** A polished piece of writing, such as an essay or research report, demonstrating clear organization, effective use of transitions, and accurate spelling, grammar, and punctuation.
9. **Presentation Project:** A multimedia presentation that includes audio and visual elements to enhance the development of main ideas or themes. Students are assessed on their ability to integrate these elements effectively.
10. **Speech Adaptation Assignment:** A recorded or live speech that demonstrates the ability to adapt language and tone for different contexts (formal and informal). Students are assessed on clarity, appropriateness, and effectiveness.
11. **Debate Performance:** Evaluation of students' performance in a debate, focusing on their ability to present arguments, listen actively, and adapt their speech to the debate format.
12. **Collaborative Discussion Evaluation:** Assessment of students' participation in collaborative book groups or literature circles, including their role as a facilitator, note-taker, or participant.

Resources

Mentor Texts

1. **Literary Texts:**
 - *Wonder* by R.J. Palacio (for rich discussions on character and themes)
 - *The Giver* by Lois Lowry (for exploring complex themes and ethical discussions)
 - *Charlotte's Web* by E.B. White (for discussions on character development and themes)

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](#)

- *Holes* by Louis Sachar (for complex characters and plot development)
- *The Phantom Tollbooth* by Norton Juster (for creative language and metaphor use)
- *James and the Giant Peach* by Roald Dahl (for examples of varied vocabulary and punctuation in titles)
-

2. Informational Texts:

- *National Geographic Kids: Everything Sharks* by Ruth Musgrave (for integrating text features and multimedia)
- *Who Was Amelia Earhart?* by Kate Boehm Jerome (for structured informational content and historical discussions)
- *Who Was Leonardo da Vinci?* by Roberta Edwards (for using prefixes, suffixes, and root words)

3. Speeches and Presentations:

- Excerpts from famous speeches (e.g., Martin Luther King Jr.'s "I Have a Dream") for formal discourse examples
- TED-Ed Talks for examples of effective multimedia presentations

4. Poetry:

- *A Child's Garden of Verse* by Robert Louis Stevenson
- *The Swing* by Robert Louis Stevenson
- *Where the Sidewalk Ends* by Shel Silverstein

5. Reference Materials:

- Merriam-Webster's Elementary Dictionary (for definitions and word structure)
- Scholastic Children's Dictionary (for understanding how to use dictionaries and glossaries)

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](#)

Support/Accommodations for Students with IEPs

- Follow all IEP modifications
- Work in a small group
- Solidify and refine concepts through repetition
- Allow answers to be given orally or dictated
- Use multi-sensory teaching approaches
- Utilize assistive technology and materials
- Use large print books, Braille, or books on CD (digital text)
- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Support/Accommodations for Students with 504 Plans

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

Support/Accommodations for Multilingual Learners

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce/highlight key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers
- Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and

Support/Accommodations for Gifted Students

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts

-Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	
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Unit 4: Literary Lenses: Analyzing, Quoting, and Writing

Unit Goal:

In this unit, fifth graders will deepen their literacy skills through engaging activities that emphasize accurate quoting, content analysis, and drawing connections. Students will explore themes and central ideas in both literary and informational texts, examining how text structures and perspectives shape meaning and interpretation. They will refine their reading fluency with phonics and word analysis strategies, and enhance their writing abilities through focused grammar, punctuation, and spelling practices. The unit will culminate in creating clear, informative texts and presentations that demonstrate effective communication, precise language, and well-organized content. Active participation in collaborative discussions and the use of multimedia will further support their learning and adaptation to various contexts. The unit will culminate in writing informative texts and presentations that demonstrate clear organization, precise language use, and effective communication.

Duration: 9 weeks

Essential Questions:

- How do accurate quotations and references from texts enhance our understanding of what the text explicitly says and what can be inferred?
- In what ways do themes, central ideas, and the overall structure of texts contribute to their meaning and impact?
- How do various perspectives and points of view influence the way we interpret events and information in texts?
- How can we effectively use language conventions, including grammar, punctuation, and spelling, to communicate our ideas clearly in writing?
- What strategies can we use to decode and understand multisyllabic words, and how do these strategies support our overall reading comprehension?

Enduring Understandings:

- Accurate quotations and references are essential tools for clarifying and supporting our interpretations of texts, enabling deeper

comprehension of both explicit content and inferred meanings.

- Identifying themes and central ideas, and understanding how texts are structured, allows readers to grasp the overarching messages and how details support these messages.
- Different points of view and perspectives provide varied interpretations of events and information, influencing how readers perceive and engage with texts.
- Mastery of language conventions—such as grammar, punctuation, and spelling—is crucial for clear and effective written communication, allowing writers to convey their intended meaning accurately.
- Decoding strategies for multisyllabic words and understanding their components enhance reading fluency and comprehension, helping readers approach complex texts with confidence.

NJSLS:

Reading

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

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) explain how it is supported by key details; summarize the text.

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

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

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

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

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.

Writing

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

- 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 punctuation 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.

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

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.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.5.2.E. Provide a conclusion related to the information of explanation presented.

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

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.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use and quote 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 (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

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

SL.PE.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas

under discussion.

SL.PE.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.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.PE.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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.

Language

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

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.

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

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

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

9.2 Career Awareness

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

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

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

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

9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers. There are a variety of factors to consider before starting a business.

9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.

9.2.5.CAP.7: Identify factors to consider before starting a business.

9.2.5.CAP.8: Identify risks that individuals and households face.

9.2.5.CAP.9: Justify reasons to have insurance.

9.4 Life Literacies and Key Skills

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

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4 Digital Citizenship

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

9.4 Information/Media Literacy

9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).

9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data. Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a). Specific situations require the use of relevant sources of information.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5)

9.4 Technology Literacy

9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).

9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d)

Computers and Design Thinking

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

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

8.1.5.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.4: Organize and present climate change data visually to highlight relationships or support a claim

Social Studies/Science/Other

6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

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

Reading Skills	Activities
Text Type: (fiction and nonfiction) 1 Extended Text 3-6 shorter texts depending upon length and complexity	
• 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 • 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 • 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 • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)	Read Texts Closely (Questioning, Determining Importance, Looking for Patterns) to Make Meaning of What Was Read: Close Reading Jigsaw Materials: 1. Text excerpts 2. Highlighters 3. Sticky notes Directions: 1. Read a text closely, using highlighters to mark important details, patterns, and questions. 2. Use sticky notes to jot down observations and questions. 3. Share findings in small groups to discuss significance and patterns. Make Personal Connections, Make Connections to Other Texts, and/or Make Global Connections When Relevant: Connection Web Materials: 1. Large paper 2. Markers Directions: 1. Create a web connecting personal experiences, other texts, and global issues to a given text. 2. Label connections and explain how they enhance understanding of the main text. Use Quotes or References from a Text When Explaining What the Text Says Explicitly and/or When Explaining Inferences Drawn from the Text: Quote Mapping Materials: 1. Text excerpts 2. Paper

- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader
- 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
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year

3. Pencils

Directions:

1. Find and highlight quotes that support explicit statements or inferences in the text.
2. Map these quotes on paper and write brief explanations of their significance.

Identify the Key Details in a Text: Key Detail Organizer

Materials:

1. Text excerpts
2. Graphic organizer

Directions:

1. Read a text and fill out a graphic organizer to list and explain the key details that support the main idea or theme.

Analyze the Actions and Thoughts of Characters or Speakers in Texts, Looking for Patterns: Character Action Chart

Materials:

1. Text excerpts
2. Chart paper
3. Markers

Directions:

1. Create a chart to track the actions and thoughts of key characters or speakers.
2. Look for recurring patterns and discuss how these patterns influence the plot or theme.

Identify the Theme of the Text: Theme Detective

Materials:

1. Texts
2. Worksheets

Directions:

1. Read texts and complete a worksheet identifying and explaining the theme.
2. Discuss how the theme is developed through characters, plot, and setting.

- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- 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

Determine Central Message or Theme: Central Message Poster

Materials:

1. Poster board
2. Markers

Directions:

1. Create a poster outlining the central message or theme of a text.
2. Include supporting details and illustrations that reflect how the theme is conveyed.

Summarize the Key Points of a Text: Summary Writing

Materials:

1. Text excerpts
2. Paper

Directions:

1. Write a summary of the key points in a text.
2. Focus on capturing the main ideas and important details concisely.

Identify Details to Support the Main Idea: Supporting Details Worksheet

Materials:

1. Text excerpts
2. Worksheet

Directions:

1. Read a text and complete a worksheet identifying details that support the main idea.
2. Discuss how these details reinforce the central message.

Identify at Least Two Main Ideas in Informational Texts: Main Ideas and Details Chart

Materials:

1. Informational texts
2. Chart paper

Directions:

1. Identify at least two main ideas in an informational text and list supporting details for each main idea on a chart.
2. Share findings with the class.

Explain How the Author Supports Main Ideas in Informational Text with Key Details: Author's Support Analysis

Materials:

1. Informational texts
2. Paper

Directions:

1. Write an analysis explaining how the author uses key details to support the main ideas.
2. Include examples from the text to illustrate the author's strategies.

Demonstrate the Ability to Determine the Meaning of Words and Phrases as They Are Used in a Text (e.g., Figurative, Academic, Domain-Specific): Context Clues Detective

Materials:

1. Text excerpts with underlined words
2. Worksheets

Directions:

1. Use context clues to determine the meanings of underlined words in text excerpts.
2. Record meanings and discuss how context helps in understanding these words.

Identify Metaphors and Similes: Figurative Language Hunt

Materials:

1. Texts with metaphors and similes
2. Highlighters

Directions:

1. Read texts and highlight metaphors and similes.
2. Write explanations of their meanings and effects on the reader.

Analyze Similes and Metaphors in Text and How It Impacts the Reader: Figurative Language Impact Analysis

Materials:

1. Text excerpts
2. Analysis worksheets

Directions:

1. Analyze how similes and metaphors impact the reader's understanding and emotions.
2. Complete worksheets detailing the effects of specific figurative language used in the text.

Identify How a Text Is Organized (i.e.: Chronological, Comparative, Cause/Effect, etc.): Text Organization Mapping

Materials:

1. Text excerpts
2. Graphic organizers

Directions:

1. Identify the organizational structure of a text using a graphic organizer.
2. Label sections of the text according to its structure (e.g., chronological, comparative).

Explain How the Text Organization (i.e.: Chapters, Scenes, Stanzas, Concepts, Ideas, Events) Fit into the Overall Structure of a Text: Text Structure Analysis

Materials:

1. Texts
2. Analysis sheets

Directions:

1. Read a text and analyze how its organizational elements fit into the overall structure.
2. Complete analysis sheets detailing how chapters, scenes, or stanzas contribute to the text's overall meaning.

Find the Similarities and Differences in the Structure of Two or More Texts: Comparative Structure Chart

Materials:

1. Two texts with different structures
2. Chart paper

Directions:

1. Compare and contrast the structures of two texts.

2. Create a chart to display similarities and differences and discuss how these structural elements affect the texts' meanings.

Determine the Impact of the Structure on Text Meaning: Structure and Meaning Discussion

Materials:

1. Texts with varying structures
2. Discussion prompts

Directions:

Discuss how the structure of a text impacts its meaning.

Use prompts to guide discussions on how organizational choices influence the reader's understanding.

Identify the Narrator's Point of View: Point of View Identification

Materials:

1. Text excerpts
2. Worksheets

Directions:

1. Read text excerpts and identify the narrator's point of view.
2. Complete worksheets explaining how the point of view influences the story.

Explain How the Point of View Impacts the Events in the Text: Point of View Impact Analysis

Materials:

1. Text excerpts
2. Analysis worksheets

Directions:

1. Analyze how the narrator's point of view affects the portrayal of events.
2. Complete worksheets detailing the impact on the reader's perception of the text.

Discuss the Similarities and Differences Unique to the Various Perspectives Presented in Text: Perspective Comparison Chart

Materials:

1. Texts with multiple perspectives
2. Chart paper

Directions:

1. Compare and contrast different perspectives presented in texts.
2. Create a chart highlighting similarities and differences and discuss how these perspectives shape the narrative.

Give Descriptions About How the Information Is Presented for Each Perspective: Perspective Presentation Analysis

Materials:

1. Texts with various perspectives
2. Description worksheets

Directions:

- Describe how information is presented from each perspective in the text.
- Use worksheets to detail the presentation methods and their effects on the narrative.

Combine Information from Several Texts About the Same Subject in a Written or Oral Response That Demonstrates Knowledge of the Subject: Synthesis Project

Materials:

1. Multiple texts on the same subject
2. Paper

Directions:

1. Read several texts on the same subject and write or present a response that synthesizes the information.
2. Demonstrate understanding by combining insights from all sources.

Read and Understand a Wide Range of Informational and Literary Texts Within the Grade Text Level Efficiently by the End of the Year: Text Reading Challenge

Materials:

1. Grade-level texts
2. Reading logs

Directions:

1. Set a reading challenge to complete a variety of grade-level texts.
2. Use reading logs to track progress and discuss understanding of each text.

Develop the Mature Language Skills and the Conceptual Knowledge Needed for Success in School and Life by Encountering Appropriately Complex Texts: Complex Text Exploration

Materials:

1. Appropriately complex texts
2. Discussion guides

Directions:

1. Read and analyze complex texts to develop mature language skills.
2. Use discussion guides to explore themes, language use, and concepts.

Read Texts with Scaffolding as Needed: Scaffolding Support Sessions

Materials:

1. Texts with scaffolding supports (e.g., glossaries, summaries)

Directions:

1. Use scaffolding supports to read and understand texts.
2. Discuss how these supports help in comprehension and analysis.

Identify Specific Strategies for Decoding Words in Texts: Decoding Strategy Practice

Materials:

1. Texts with challenging words
2. Decoding strategy guides

Directions:

1. Practice specific strategies for decoding challenging words.
2. Use guides to apply strategies and improve reading comprehension.

Apply the Specific Strategies for Decoding and Spelling Multisyllabic Words: Multisyllabic Word Practice

Materials:

1. List of multisyllabic words
2. Practice sheets

Directions:

1. Apply decoding strategies to practice spelling and reading multisyllabic words.
2. Complete practice sheets to reinforce skills.

**Use Various Strategies to Understand Text and Read with Purpose:
Reading Strategy Toolkit**

Materials:

1. Toolkit with various reading strategies
2. Texts

Directions:

1. Use a toolkit of reading strategies to read texts with purpose.
2. Apply different strategies as needed and discuss their effectiveness.

**Accurately Read Grade-Level Poetry and Prose Aloud: Poetry and Prose
Reading Practice**

Materials:

1. Grade-level poetry and prose
2. Audio recording equipment

Directions:

1. Practice reading poetry and prose aloud with accuracy.
2. Record readings to assess fluency and expression.

**Use an Appropriate Rate and Expression When Reading Aloud: Reading
Aloud with Expression**

Materials:

1. Texts
2. Reading checklist

Directions:

1. Practice reading aloud with appropriate rate and expression.
2. Use a checklist to evaluate and improve reading fluency and expressiveness.

**Use Various Strategies to Support Word Recognition and Understanding:
Word Recognition Strategies**

Materials:

1. Texts with challenging words

	2. Strategy guides Directions: 1. Use various strategies to support word recognition and understanding while reading texts. 2. Apply strategies and discuss their effectiveness. Reread Texts When Appropriate to Support Increased Accuracy, Fluency, and Comprehension: Rereading Practice Materials: 1. Texts 2. Reading journals Directions: 1. Reread texts to improve accuracy, fluency, and comprehension. 2. Record observations and improvements in a reading journal.
Writing Skills	Activities
Writing Genre: Research/Informative and Explanatory Routine Writing	
• Organize ideas using various strategies • Introduce a topic clearly • Compose a clear thesis statement • Provide a general observation and focus • Group related information logically • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate	Organize Ideas Using Various Strategies: Idea Mapping Materials: 1. Large paper 2. Markers Directions: 1. Create a visual map to organize ideas for a given topic. 2. Use bubbles, lines, and branches to show how different ideas connect. Introduce a Topic Clearly: Topic Introduction Practice Materials: 1. Writing prompt cards 2. Paper Directions:

- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information
- Use transitional words, phrases, and clauses
- Select specific language and vocabulary to convey ideas and information
- Write a conclusion related to the information or explanation
- 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
- 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)
- Use digital tools to collaborate on written works

1. Select a prompt card and write an introduction that clearly states the topic.
2. Share introductions with a partner and provide feedback on clarity.

Compose a Clear Thesis Statement: Thesis Statement Workshop

Materials:

1. Thesis statement templates
2. Writing prompts

Directions:

1. Use templates to craft a clear thesis statement based on different writing prompts.
2. Discuss and revise with a partner.

Provide a General Observation and Focus: Observation and Focus Brainstorm

Materials:

1. Paper
2. Pens

Directions:

1. Write a general observation about a given topic and then narrow the focus to a specific aspect.
2. Share observations and focuses with the class.

Group Related Information Logically: Information Sorting

Materials:

1. Index cards
2. Markers

Directions:

1. Write pieces of information about a topic on index cards.
2. Group related cards into categories and create headings for each group.

Use Text Features: Text Feature Scavenger Hunt

Materials:

1. Informational texts with various text features (headings, illustrations, etc.)

- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills
- 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
- Locate information from print and digital sources
- Integrate information from personal experiences
- Include a list of sources used
- Take notes on information gathered from the sources to support the topic
- Synthesize information to avoid plagiarism
- Organize information into categories
- Use reading literary and informational text to research and investigate topics
- Write a thesis statement
- Cite specific details in literary text when finding the

2. Scavenger hunt list

Directions:

1. Find and list examples of text features in the provided texts.
2. Discuss how each feature supports the information.

Purposefully Select Information: Relevant Information Sorting

Materials:

1. Texts with various information
2. Sorting grid

Directions:

1. Read through texts and use a sorting grid to select information that is most relevant to developing the topic.
2. Justify selections.

Link Ideas Within Paragraphs: Linking Ideas Exercise

Materials:

1. Paragraphs with missing transitions
2. Markers

Directions:

1. Read paragraphs and insert transitional words or phrases to link ideas.
2. Discuss how transitions improve the flow of information.

Use Transitional Words, Phrases, and Clauses: Transition Words Practice

Materials:

1. List of transitional words and phrases
2. Sample sentences

Directions:

1. Insert transitional words or phrases into sample sentences to improve coherence.
2. Share revised sentences with the class.

Select Specific Language and Vocabulary: Vocabulary Choice Challenge

Materials:

1. Vocabulary lists
2. Writing prompt cards

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
- 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

Directions:

1. Choose specific words from vocabulary lists to enhance writing based on prompts.
2. Discuss how word choice affects meaning and clarity.

Write a Conclusion Related to Information: Conclusion Writing Practice

Materials:

1. Writing prompts
2. Paper

Directions:

1. Write a conclusion for a given topic that summarizes the information and reflects the main points.
2. Share conclusions and provide feedback.

Produce Clear and Understandable Writing: Clarity Check

Materials:

1. Peer review checklist
2. Writing samples

Directions:

1. Write a piece on a given topic and use a checklist to review clarity and understanding.
2. Revise based on peer feedback.

Unpack Writing Tasks and Purpose: Writing Task Analysis

Materials:

1. Various writing task examples
2. Paper

Directions:

1. Analyze different writing tasks and identify their purposes.
2. Discuss how understanding the task helps in organizing and developing the writing.

Practice Revising and Editing Skills: Peer Editing Workshop

Materials:

1. Writing samples
2. Editing checklist

Directions:

1. Exchange writing samples with a peer and use the checklist to provide feedback on revisions and edits.
2. Revise based on suggestions.

Change Word Choice and Sentence Structure: Sentence Improvement Exercise

Materials:

1. Sentences with weak word choices
2. Paper

Directions:

1. Rewrite sentences to improve word choice and sentence structure.
2. Discuss changes and their impact on the writing.

Use Graphic Organizers: Graphic Organizer Creation

Materials:

1. Various graphic organizer templates (story frames, story mountains, story maps)
2. Paper

Directions:

1. Choose a graphic organizer and fill it out based on a given topic.
2. Use it to plan and organize writing.

Recognize Spelling, Grammar, and Punctuation Errors: Error Identification Practice

Materials:

1. Sample texts with errors
2. Editing tools

Directions:

1. Find and correct spelling, grammar, and punctuation errors in sample texts.
2. Discuss common errors and strategies for correction.

Employ Strategies for Correcting Errors: Editing Strategies Workshop

Materials:

1. Writing samples

2. Check sheets

Directions:

1. Use check sheets to identify and correct errors in writing samples.
2. Review corrections with a partner for additional feedback.

Use Digital Tools for Writing and Collaboration: Collaborative Writing Project

Materials:

1. Computers or tablets
2. Word processing software

Directions:

1. Collaborate with classmates on a writing project using digital tools.
2. Focus on writing, revising, and publishing together.

Demonstrate Keyboarding Skills: Typing Practice

Materials:

1. Typing software or online typing games

Directions:

1. Practice typing skills using software or games.
2. Aim for increased speed and accuracy.

Research a Topic: Research Project

Materials:

1. Research tools (books, internet access)
2. Paper

Directions:

1. Investigate a topic and gather information from multiple sources.
2. Summarize findings and present them to the class.

Develop a Research Question: Research Question Brainstorming

Materials:

1. Paper
2. Pens

Directions:

1. Develop a research question for a given topic.
2. Discuss with peers how the question helps focus research and guide

investigation.

Gather Information from Multiple Sources: Source Integration Exercise

Materials:

1. Multiple texts on the same topic
2. Paper

Directions:

1. Gather information from various sources and integrate it into a cohesive summary or report.

Select Relevant Information: Information Relevance Sorting

Materials:

1. Texts
2. Sorting grid

Directions:

1. Read through texts and use a sorting grid to select and organize information that is most relevant to the topic.

Include a List of Sources: Source List Creation

Materials:

1. Research notes
2. Paper

Directions:

1. Compile a list of sources used in research.
2. Format the list according to citation guidelines and include it in a final report.

Take Notes on Information Gathered: Note-Taking Practice

Materials:

1. Research sources
2. Note-taking templates

Directions:

1. Take notes from research sources using templates.
2. Organize notes by categories relevant to the topic.

Synthesize Information: Synthesis Summary

Materials:

1. Multiple sources
2. Paper

Directions:

1. Synthesize information from multiple sources into a summary that avoids plagiarism.
2. Discuss how to properly cite sources.

Organize Information into Categories: Categorization Exercise

Materials:

1. Research notes
2. Categories list

Directions:

1. Organize research notes into categories based on themes or topics.
2. Use this organization to help structure a written report.

Use Texts for Research: Textual Analysis for Research

Materials:

1. Literary and informational texts
2. Paper

Directions:

1. Analyze literary and informational texts to gather relevant information for a research topic.
2. Use insights to enhance research reports.

Write a Thesis Statement: Thesis Statement Writing

Materials:

1. Writing prompts
2. Paper

Directions:

1. Write a clear thesis statement based on different prompts.
2. Share and revise thesis statements with peers.

Cite Specific Details in Literary Text: Detail Citation Practice

Materials:

1. Literary texts

2. Citation templates

Directions:

1. Cite specific details from literary texts to illustrate similarities and differences between characters, settings, or events.

Explain How an Author Uses Proof: Proof Analysis

Materials:

1. Informational texts
2. Paper

Directions:

1. Identify and explain how an author uses proof to support points in the text.
2. Discuss the effectiveness of the evidence provided.

Combine Information from Several Texts: Comparative Writing

Materials:

1. Multiple texts on the same subject
2. Paper

Directions:

1. Combine information from several texts to write a coherent response that demonstrates knowledge of the subject.

Produce Numerous Pieces of Writing: Writing Portfolio

Materials:

1. Writing prompts
2. Portfolio folder

Directions:

1. Complete various writing assignments over time and compile them in a portfolio.
2. Reflect on progress and development.

Develop Skills in Research: Research Skills Workshop

Materials:

1. Research tools (books, internet access)
2. Paper

Directions:

	1. Participate in a workshop focused on developing research skills, including source evaluation and information synthesis. Reflect on Writing Choices: Writing Reflection Journal Materials: 1. Journals 2. Pens Directions: 1. Reflect on writing choices and processes in a journal. 2. Discuss what strategies worked well and what could be improved. Reflect on and Revise Writing: Revision Session Materials: 1. Writing samples 2. Revision checklists Directions: 1. Review and revise writing samples using checklists. 2. Reflect on changes made and their impact on the final piece. Develop a Topic Related to Content Area: Content Area Writing Project Materials: 1. Content area texts 2. Paper Directions: 1. Choose a topic related to a content area (e.g., science or history) and develop a written piece that reflects task, audience, and purpose.
Speaking and Listening Skills	Activities
Task type - Debates: Present in small groups and to the whole class	
• Use previous knowledge to expand discussions about a topic	Use Previous Knowledge to Expand Discussions About a Topic: Knowledge Connection Chart Materials:

- 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)
- Identify main ideas and themes of a presentation
- Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks.

1. Chart paper
2. Markers

Directions:

1. Create a chart with a central topic.
2. Have students add their prior knowledge and make connections to new information.
3. Discuss how previous knowledge helps in understanding the topic better.

Engage in Conversations About Grade-Appropriate Topics and Texts: Topic Discussion Circles

Materials:

1. Discussion prompts
2. Paper

Directions:

1. Form small groups and give each group a discussion prompt related to a grade-appropriate text or topic.
2. Rotate groups so students can discuss different prompts and share their insights with the class.

Participate in a Variety of Rich, Structured Conversations: Structured Conversation Role-Play

Materials:

1. Conversation role cards
2. Paper

Directions:

1. Assign students different roles (e.g., participant, leader, observer) for structured conversations on a given topic.
2. Rotate roles and reflect on each role's contribution to the conversation.

Engage as Part of a Whole Class, Small Groups, and with a Partner: Conversation Role Practice

Materials:

1. Conversation prompts
2. Paper

Directions:

1. Engage in whole-class discussions, small group discussions, and partner conversations.
2. Assign different roles (e.g., participant, leader, observer) and practice each role during discussions.

Engage in Collaborative Conversations (Book Groups, Literature Circles, Buddy Reading): Literature Circle Roles

Materials:

1. Literature circle role sheets
2. Books

Directions:

1. Assign different roles (e.g., discussion leader, summarizer, connector) in literature circles.
2. Rotate roles during book discussions, practicing active listening, turn-taking, and linking ideas.

Identify Main Ideas and Themes of a Presentation: Presentation Analysis

Materials:

1. Recorded presentations
2. Paper

Directions:

1. Watch a recorded presentation and identify the main ideas and themes.
2. Create a summary that highlights these elements and discuss how they were presented.

Combine Audio Recordings and Visual Displays: Multimedia Presentation Project

Materials:

1. Computers
2. Audio recording tools
3. Presentation software

Directions:

1. Create a multimedia presentation on a chosen topic that includes both audio recordings and visual displays.
2. Share presentations with the class and discuss how the multimedia

	elements enhance the message. Speak for a Variety of Purposes: Purposeful Speaking Practice Materials: 1. Speaking prompts 2. Paper Directions: 1. Practice speaking for different purposes (e.g., informative, persuasive, entertaining) using provided prompts. 2. Reflect on how the purpose affects the speech. Distinguish Between Formal and Informal Discourse: Formal vs. Informal Speaking Materials: 1. Dialogue examples 2. Paper Directions: 1. Compare and contrast formal and informal dialogues. 2. Practice converting informal dialogues into formal ones and vice versa. 3. Discuss the differences and appropriate contexts for each type. Adapt Speech to a Variety of Contexts and Tasks: Contextual Speech Adaptation Materials: 1. Speech scenarios 2. Paper Directions: 1. Given different scenarios (e.g., a classroom presentation, a casual conversation with friends), adapt your speech to fit each context. 2. Discuss how context influences speech style and content.
Language Skills	Activities

- Define conjunctions, prepositions, and interjections
- Identify conjunctions, prepositions, and interjections in sentences
- Explain the purpose of conjunctions, prepositions, and interjections in sentences
- Define correlative conjunctions and explain the purpose
- Use correlative conjunctions appropriately when writing or speaking
- Indicate a title by using the proper punctuation for the text
- Explain the different types of punctuation used to indicate title and why
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Identify the purpose and use of glossaries and dictionaries

Define Conjunctions, Prepositions, and Interjections: Parts of Speech Chart

Materials:

1. Chart paper
2. Markers

Directions:

1. Create a chart defining conjunctions, prepositions, and interjections.
2. Include examples for each category.
3. Discuss how each part of speech functions in a sentence.

Identify Conjunctions, Prepositions, and Interjections in Sentences: Sentence Sorting

Materials:

1. Sentence strips with various parts of speech
2. Sorting baskets

Directions:

1. Provide students with sentence strips containing different parts of speech.
2. Have them sort the strips into baskets labeled with "Conjunctions," "Prepositions," and "Interjections."

Explain the Purpose of Conjunctions, Prepositions, and Interjections in Sentences: Sentence Analysis

Materials:

1. Sample sentences
2. Worksheets

Directions:

1. Analyze sample sentences to identify and explain the purpose of conjunctions, prepositions, and interjections.
2. Students write a brief explanation for each identified part of speech.

Define Correlative Conjunctions and Explain the Purpose: Correlative Conjunction Poster

Materials:

1. Poster board
2. Markers

- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships

Directions:

1. Create a poster defining correlative conjunctions (e.g., either/or, neither/nor).
2. Include examples and explanations of their purpose. Present the poster to the class.

Use Correlative Conjunctions Appropriately When Writing or Speaking: Correlative Conjunction Practice

Materials:

1. Writing prompts
2. Paper

Directions:

1. Write sentences or short paragraphs using correlative conjunctions correctly.
2. Share with a partner and discuss how the correlative conjunctions enhance the meaning of the sentences.

Indicate a Title by Using the Proper Punctuation for the Text: Title Punctuation Practice

Materials:

1. Sample text excerpts
2. Worksheets

Directions:

1. Practice punctuating titles correctly using examples from books, movies, and articles.
2. Students mark titles in text excerpts and explain the punctuation rules used.

Explain the Different Types of Punctuation Used to Indicate Titles and Why: Punctuation Rules Discussion

Materials:

1. Text examples with titles
2. Discussion prompts

Directions:

1. Discuss and explain the different types of punctuation used for titles (e.g., italics for books, quotation marks for articles).

2. Review examples and discuss why each type of punctuation is used.

Spell Grade-Appropriate Words Correctly: Spelling Bee

Materials:

1. List of grade-appropriate spelling words

Directions:

1. Conduct a spelling bee using a list of grade-appropriate words.
2. Focus on correct spelling and pronunciation.

Use References as Needed to Aid in Spelling: Dictionary and Thesaurus Hunt

Materials:

1. Dictionaries
2. Thesauruses

Directions:

1. Use dictionaries and thesauruses to look up and spell difficult words.
2. Practice using these references to check spelling and find synonyms.

Decipher the Meanings of Words and Phrases by Using Sentence Context: Context Clues Activity

Materials:

1. Sentences with underlined words
2. Worksheets

Directions:

1. Read sentences with underlined words.
2. Use context clues from the sentences to infer the meanings of the underlined words.
3. Write the inferred meanings.

Determine the Meaning of Commonly Used Prefixes and Suffixes: Prefix and Suffix Chart

Materials:

1. Chart paper
2. Markers

Directions:

1. Create a chart with commonly used prefixes and suffixes.

2. Include their meanings and examples of words that use them.
3. Discuss how prefixes and suffixes change the meaning of words.

Separate a Base Word from the Prefix or Suffix: Word Breakdown Practice

Materials:

1. Word cards with prefixes, suffixes, and base words

Directions:

1. Practice separating base words from prefixes and suffixes using word cards.
2. Write the base word separately and identify the prefix or suffix.

Use the Definition of Known Prefixes and Suffixes to Define New Words: Word Creation Game

Materials:

1. Prefix and suffix cards
2. Base word cards

Directions:

1. Combine prefix and suffix cards with base word cards to create new words.
2. Use the definitions of the prefixes and suffixes to determine the meaning of the new words.

Identify Root Words in Unknown Words: Root Word Discovery

Materials:

1. List of complex words
2. Worksheets

Directions:

1. Identify root words in a list of complex words.
2. Discuss how recognizing the root word helps in understanding the meaning of the entire word.

Use Known Root Words to Aid in Defining Unknown Words: Root Word Matching

Materials:

1. Matching cards with root words and their meanings

Directions:

1. Match unknown words to their root words using a set of matching cards.
2. Explain how understanding the root word helps in defining the unknown word.

Identify the Purpose and Use of Glossaries and Dictionaries: Glossary and Dictionary Scavenger Hunt

Materials:

1. Glossaries and dictionaries

Directions:

1. Complete a scavenger hunt using glossaries and dictionaries.
2. Find and record definitions of specific words, and explain how each resource helps in understanding text.

Determine the Structure of Glossaries and Dictionaries: Glossary and Dictionary Structure Overview

Materials:

1. Glossaries
2. Dictionaries

Directions:

1. Explore the structure of glossaries and dictionaries.
2. Identify key sections (e.g., alphabetical listings, definitions) and discuss their purpose and organization.

Use Both Print and Digital Glossaries and Dictionaries to Define and Clarify Words: Digital vs. Print Resource Comparison

Materials:

1. Print and digital glossaries and dictionaries
2. Computers or tablets

Directions:

1. Compare using print and digital glossaries/dictionaries to define words.
2. Discuss the advantages and disadvantages of each type of resource.

Use 5th Grade Vocabulary Fluently When Discussing Academic or

Domain-Specific Topics: Vocabulary Practice Sessions

Materials:

1. Vocabulary lists
2. Discussion prompts

Directions:

1. Engage in discussions using 5th-grade academic or domain-specific vocabulary.
2. Practice incorporating these words into conversations and writing.

Choose the Most Accurate Word When Describing Contrast, Addition, or Other Relationships: Word Choice Challenge

Materials:

1. Sentences with blank spaces
2. Word banks

Directions:

1. Fill in the blanks in sentences with words from a word bank that best describe contrast, addition, or other relationships.
2. Discuss why each word was chosen.

Assessments**Formative Assessments**

- **Quotation and Inference Practice:** Students will read a short literary or informational text, select key quotations, and explain how these quotes support their understanding of the text's main ideas and inferences.
- **Theme and Structure Analysis:** After reading a text, students will complete a graphic organizer identifying the theme and summarizing how key details and text structure contribute to the overall message.
- **Point of View Discussion:** In small groups, students will discuss how different narrators or perspectives influence the interpretation of a story or event. They will provide examples from the text and share their findings with the class.
- **Phonics and Word Analysis Quiz:** A quiz where students decode multisyllabic words and use their understanding of prefixes, suffixes, and roots to break down complex words.
- **Grammar and Sentence Construction Activity:** Students will correct sentences with grammar and punctuation errors and then write their own sentences using specific vocabulary words, focusing on correct usage and structure.

Summative Assessments

- **Comprehensive Quotation Quiz:** Students will answer questions about a provided text, quoting accurately and explaining how the

quotations support their answers. This quiz will test their ability to use text evidence effectively.

- **Theme and Structure Essay:** Students will write an essay analyzing the theme of a literary text or the central idea of an informational text, explaining how the text's structure supports the theme or central idea.
- **Point of View Comparison Project:** Students will create a project comparing multiple accounts of the same event or topic, highlighting differences in perspective and their impact on the reader's interpretation.
- **Informational Text Writing Task:** Students will write an informative/explanatory text on a given topic, using accurate quotations, clear organization, and precise language to convey information and ideas.
- **Reading Fluency Assessment:** Students will read a grade-level text aloud, demonstrating their ability to read with accuracy, appropriate rate, and expression, while applying context clues and self-correcting as necessary.
- **Writing Portfolio Presentation:** Students will compile a portfolio of their written work, including drafts and revisions of informative texts, and present their writing process, highlighting improvements made based on feedback and self-evaluation.

Resources

Mentor Texts

Literary Texts:

Charlotte's Web by E.B. White

A Wrinkle in Time by Madeleine L'Engle

The Chronicles of Narnia: The Lion, the Witch and the Wardrobe by C.S. Lewis

Wonder by R.J. Palacio

Percy Jackson & the Olympians: The Lightning Thief by Rick Riordan

Harry Potter and the Sorcerer's Stone by J.K. Rowling

The Watsons Go to Birmingham—1963 by Christopher Paul Curtis

Holes by Louis Sachar

A Long Walk to Water by Linda Sue Park

Informational Texts:

National Geographic Kids: Weird But True! series

National Geographic Kids: What the Dinosaurs Did series

National Geographic Kids: Everything Series

The Magic School Bus series by Joanna Cole

I Survived series by Lauren Tarshis

The Story of the World by Susan Wise Bauer

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](#)

<i>Who Was Martin Luther King, Jr.?</i> by Bonnie Bader <i>The Great Kapok Tree</i> by Lynne Cherry Poetry: <i>Where the Sidewalk Ends</i> by Shel Silverstein <i>A Child's Garden of Verse</i> by Robert Louis Stevenson <i>The Swing</i> by Robert Louis Stevenson <i>The Random House Book of Poetry for Children</i> edited by Jack Prelutsky Reference Texts: <i>Grammar Tales</i> by Susan Hill <i>The Grammar Book: An ESL/EFL Teacher's Course</i> by Marianne Celce-Murcia <i>The Phantom Tollbooth</i> by Norton Juster <i>The Magic School Bus Chapter Book: The Giant Germ</i> by Joanna Cole Vocabulary Texts: <i>The Phantom Tollbooth</i> by Norton Juster <i>The Magic School Bus Chapter Book: The Giant Germ</i> by Joanna Cole	● 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
Support/Accommodations for Students with IEPs -Follow all IEP modifications -Work in a small group -Solidify and refine concepts through repetition -Allow answers to be given orally or dictated -Use multi-sensory teaching approaches -Utilize assistive technology and materials -Use large print books, Braille, or books on CD (digital text)	Support/Accommodations for Students with 504 Plans -Follow all the 504 plan modifications -Text to speech/audio recorded selections -Amplification system as needed -Leveled texts according to ability -Fine motor skill stations embedded in rotation as needed -Modified or constrained spelling word lists

-Guided notes and/or scaffold outline for written assignments -Introduce key vocabulary before lesson -Work in a small group -Lesson taught again using a differentiated approach -Allow answers to be given orally or dictated -Use visuals / Anchor Charts -Leveled texts according to ability	-Provide anchor charts with high frequency words and phonemic patterns -Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
Support/Accommodations for Multilingual Learners -Work toward longer passages as skills in English increase -Use visuals -Introduce/highlight key vocabulary before lesson -Teacher models reading aloud daily -Provide peer tutoring -Utilize translation supports including bilingual dictionary, translation device, assistive technology, and peers -Guided notes and/or scaffold outline for written assignments -Provide students with English Learner leveled readers -Support recommended by the grade specific “can do” list outlined by WIDA, including Key Uses Edition and -Descriptor Name Charts -Allow extra time to complete assignments or tests -Guided notes and/or scaffold outline for written assignments	Support/Accommodations for Gifted Students -Provide options, alternatives and choices to differentiate and broaden the curriculum -Organize and offer flexible small group learning activities -Provide whole group enrichment explorations -Teach cognitive and methodological skills -Use center, stations, or contracts -Organize integrated problem-solving simulations -Propose interest-based extension activities -Expose students to beyond level texts

Prepared by Julie Lang, MA

References

New Jersey Department of Education. (2024a). *New Jersey Department of Education*. English Language Arts. <https://www.nj.gov/education/standards/ela/Index.shtml>

