

Verona Public School District Curriculum Overview

Literacy - Grade Five



Curriculum Committee Members:
Dara Chamma
Susan Conlon

Supervisor:
Dr. Sumit Bangia

Curriculum Developed:
Summer 2012
December 2015
June 2016
June 2017

Board Approval Date:
September 25, 2012
January 26, 2016
August 30, 2016
August 29, 2017

Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

Course Description:

The Literacy Grade Five curriculum is designed to have students develop their language skills to better understand themselves and the community around them. Students read and analyze a wide variety of texts, including novels, short stories, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the choices of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies for a variety of forms of composition that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions.

Prerequisite(s): none

Standard 8: Technology Standards

8.1: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.		8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to individual, global society, and the environment.	
<ul style="list-style-type: none"> X A. Technology Operations and Concepts X B. Creativity and Innovation X C. Communication and Collaboration X D. Digital Citizenship X E. Research and Information Fluency X F. Critical thinking, problem solving, and decision making 	<ul style="list-style-type: none"> A. The Nature of Technology: Creativity and Innovation X B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming 		

SEL Competencies and Career Ready Practices

Social and Emotional Learning Core Competencies: These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities		Career Ready Practices: These practices outline the skills that all individuals need to have to be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.	
Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> CRP2. Apply appropriate academic and technical skills. x CRP9. Model integrity, ethical leadership, and effective management. CRP10. Plan education and career paths aligned to personal goals. 		
Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> CRP3. Attend to personal health and financial well-being. x CRP6. Demonstrate creativity and innovation. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. 		
Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> x CRP1. Act as a responsible and contributing citizen and employee. x CRP9. Model integrity, ethical leadership, and effective management. 		
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> x CRP4. Communicate clearly and effectively and with reason. x CRP9. Model integrity, ethical leadership, and effective management. CRP12. Work productively in teams while using cultural global competence. 		
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> x CRP5. Consider the environmental, social, and economic impact of decisions. CRP7. Employ valid and reliable research strategies. x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. x CRP9. Model integrity, ethical leadership, and effective management. 		

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	9.2: Career Awareness, Exploration & Preparation: <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	9.3: Career and Technical Education: <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> A. Income and Careers B. Money Management C. Credit and Debt Management D. Planning, Saving, and Investing E. Becoming a Critical Consumer F. Civic Financial Responsibility G. Insuring and Protecting 	<ul style="list-style-type: none"> A. Career Awareness (K-4) X B. Career Exploration (5-8) C. Career Preparation (9-12) 	<ul style="list-style-type: none"> A. Agriculture, Food & Natural Res. B. Architecture & Construction C. Arts, A/V Technology & Comm. D. Business Management & Admin. E. Education & Training F. Finance G. Government & Public Admin. H. Health Science I. Hospital & Tourism J. Human Services K. Information Technology L. Law, Public, Safety, Corrections & Security M. Manufacturing N. Marketing O. Science, Technology, Engineering & Math P. Transportation, Distribution & Log.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
Reading Street (Scott Foresman) - 2013	Classroom libraries Independent Reading Assessments Teacher's College Running Records DRA = Developmental Reading Assessment

Reading Units

Reading Unit/Topic: Launching a Reading Life (embedded with character work)

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.
- RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.
- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a **grade 5 topic or subject area**.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure
 - B. in which ideas are logically grouped to support the writer's purpose.
 - C. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
 - D. Link opinion and reasons using words, phrases, and clauses (e.g., **consequently, specifically**).
 - E. Provide a conclusion related to the opinion presented.

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- A. Apply **grade 5 Reading standards** to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - B. Apply **grade 5 Reading standards** to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5 topics and texts**, building on others’ ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Transfer

Transfer Goal:

Students will be able to independently use their learning to...

- become lifelong readers.
- analyze how authors use characters to help tell a story.

Meaning

Enduring Understandings

Students will understand that:

- Readers assume a reading identify of powerful readers who take responsibility of their reading lives and make sense of text.
- Patterns of experiences lead to growth, theories, and themes

Essential Questions

- How do readers build a reading life for themselves?
- How do readers make sense of the text?
- How do readers interact with a text?
- How do elements of a story impact one another?
- How do our environment and experience influence the person we become?

- How do readers develop hunches about themes that are carried in a story?

Acquisition of Knowledge & Skills

Students will know:

- Summarizing text increases comprehension.
- Context clues help determine meaning of unknown words/phrases.
- Authors don't always explicitly state what they want you to know.
- An inference is adding what you read to what you know (schema).
- Story elements in fiction.
- Characters are complex, and often change, usually for a reason.
- Ideas formed about a text should be revised when needed.
- Theme is the central message of the story, and is usually connected to lessons learned or obstacles the character had to overcome.
- Students will understand that readers get to know characters thoroughly, in order to better understand what they're reading.
- Readers will empathize with their characters and realize that characters are complex, with varied and changing emotions.
- Readers will think about how characters change over time.
 - Readers can learn from characters' experiences.

Students will be able to:

- Recognize when meaning breaks down.
- Set personal reading goals and develop a plan to reach them.
- Summarize a text using main characters, main events, setting, problem, and solutions.
- Predict what a character might do next
- Describe elements of a text by citing evidence from the text.
- Explain how story elements affect one another.
- Envision elements and revise as new details are presented in text.
- Collect information to build theories about a character.
- Make inferences about characters through objects, other characters' perspectives, dialogue, actions.
- Use precise language to convey ideas about a text.
- Identify problems characters face and lessons they learn to begin to think thematically.
- How and why do readers get to know their characters?
- How do readers track how their characters change over time?
- How do readers develop and refine understanding of characters by creating and revising theories around their actions and perspectives over time?
- How do readers share and grow ideas with others?

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to choose books at their appropriate reading levels. They will utilize the Notice and Note Signpost strategy to help deepen understanding of text. The ultimate goal is for them to use this strategy with their independent reading books. They will also work on building their reading stamina.

Other Evidence

Students will log in the title of the book they are reading and they will record the pages and the time read. The teacher will complete DRA testing and running records as needed. Reading comprehension quizzes. Guided reading groups will be conducted to provide support for student growth in reading. Individual conferences will be conducted.

Stage 3: Activities to Foster Learning

Teacher will conduct mini-lessons using the mentor text *Save me a Seat* to model how to use signposts to strengthen understanding of text (literary elements). Students will practice these strategies through short stories, and video clips. Mini lessons on character traits and how characters develop through a story. Reading partner discussions and activities. Teacher will conduct small guided reading group to provide scaffolding to struggling readers.

Reading Unit/Topic: Nonfiction

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

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

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

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

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

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

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

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

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

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

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

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

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

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

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

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

B. Apply **grade 5 Reading standards** to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

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

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

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

A. Read grade-level text with purpose and understanding.

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

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

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

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
 SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
 SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
 SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Transfer

Transfer Goal:
 Students will be able to independently use their learning to accurately read and comprehend grade level nonfiction text.

Meaning

Enduring Understandings
Students will understand that:

- Nonfiction reading extends, refines and revises our knowledge.
- Readers think within the text by accessing information and develop new concepts and ideas from reading.
- Readers think beyond the text by noticing new information and ideas and revise ideas in response to the text.
- Readers think about the text by providing specific examples and evidence to support statements about the quality, accuracy, or craft the text.
- Readers figure out meaning when they don't understand all of the words by using context clues.
- Readers work to make meaning from a text by gathering information using strategies to remember it, self-monitoring understanding and asking questions when meaning is lost.
- The schema of the reader impacts the reading experience by confirming, enhancing or revising prior knowledge of the topic being read.
- Understanding the patterns or underlying structures of factual text enhance the reading experience by helping the reader gain more meaning from the text.

Essential Questions

- How does the nonfiction reading process impact our learning of new content?
- How can readers think within, beyond and about nonfiction text?
- How do readers figure out meaning when they don't understand all of the words?
- How does a reader work to make meaning from a text?
- How does the schema of the reader impact the reading experience?
- How does understanding the patterns or underlying structures of factual text enhance the reading experience?

Acquisition of Knowledge & Skills

Students will know:

- Structure of texts includes: chronology, cause and effect, problem and solution
- Text features: Tables, graphs, charts, headings, diagrams, pictures, maps

Students will be able to:

- Determine two or main ideas and supporting details of informational texts in order to summarize the text
- Cumulatively add to understanding by synthesizing two or more main ideas across texts on a similar topic.

- Difference between informational and literary nonfiction texts
- Reading multiple texts on the same topic will make the reader more knowledgeable about the topic. (text sets)

- Support inferences by citing evidence from the text
- Describe how information is presented from different perspectives, comparing and contrasting information learned in different texts.
- Read multiple texts to become an “expert” and be able to read and write on a topic
- Utilize context clues and text features to determine meaning of unknown words

Stage 2: Acceptable Evidence

Transfer Task

Understanding of how to read, analyze and summarize nonfiction texts through utilizing non-fiction text features and structures.

Other Evidence

Nonfiction comprehension quizzes and summaries

Stage 3: Activities to Foster Learning

Mini lessons, one- to- one and small group conferences

Reading Unit/Topic: Book Clubs Social Issues-2nd Marking Period Book Clubs : Student Choice 4th marking period	Duration: 8 weeks
---	--------------------------

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

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

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

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

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

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

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

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

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

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

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

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

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

A. Read grade-level text with purpose and understanding.

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

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

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

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

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

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

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

Transfer

Transfer Goal:
 Students will be able to independently use their learning to engage in productive and insightful dialogue about shared reading experiences (eg. book clubs).

Meaning

Enduring Understandings	Essential Questions
--------------------------------	----------------------------

<p>Students will understand that:</p> <ul style="list-style-type: none"> ● The purpose of a book club is to deepen understanding and gain various perspectives of what we read. ● They read during reading workshop and at home during the days preceding the book club meeting. ● They are asked to think about what they want to discuss. ● They may be asked to mark the text with post-it notes or write page numbers or notes on a “thinkmark” or in their reader’s notebooks, so that they do some documentable, individual thinking before the meeting. ● Sharing their thinking through talk, listening to others and challenging the thinking of others help us engage in conversations about books. ● Participating in a book club helps deepen our understanding of what we read through thorough discussion. 	<ul style="list-style-type: none"> ● What is the purpose of a book club? ● How is a book club organized and managed? ● What are the elements of a good book discussion? ● Why is it important to engage in conversations about books? ● How engaging in discussions with my classmates help deepen my reading experience?
---	--

Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> ● Readers think about what they read by taking notes as they read. ● It is important to come prepare to book club in order to have in depth discussions with their peers by taking note of what they read. ● Discussing books with others helps to deepen understanding of what we read. ● Listening to others helps us gain insight into different perspectives on a subject. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Share their thinking about what they have read through talk and listening to others. ● Challenge the thinking of others ● Ask questions of others in the group or about the text. ● Support their thinking with personal experiences or evidence from the text. ● Summarize and briefly evaluate what went well in the group. ● Set goals for how they can improve in book club discussion. ● Come to book club prepared to discuss what you have read and noticed.
---	---

Stage 2: Acceptable Evidence

Transfer Task

Students will be able to conduct and take part in conversations about their book in club selections.

Other Evidence

Teacher will sit in on book discussions and guide where needed.

Stage 3: Activities to Foster Learning

Meet regular and set goals for reading as a group. First book club will write an individual summary for novel. Second book club will create presentation.

Writing Units

Writing Unit/Topic: Writing about reading

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards for English

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

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

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

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

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

A. Apply **grade 5 Reading standards** to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

B. Apply **grade 5 Reading standards** to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

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

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

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

A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

B. Form and use the perfect (e.g., ***I had walked; I have walked; I will have walked***) verb tenses.

C. Use verb tense to convey various times, sequences, states, and conditions.

D. Recognize and correct inappropriate shifts in verb tense.*

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.

A. Use punctuation to separate items in a series.*

B. Use a comma to separate an introductory element from the rest of the sentence.

C. Use a comma to set off the words ***yes*** and ***no*** (e.g., ***Yes, thank you***), to set off a tag question from the rest of the sentence (e.g., ***It's true, isn't it?***), and to indicate direct address (e.g., ***Is that you, Steve?***).

D. Use underlining, quotation marks, or italics to indicate titles of works.

E. Spell grade-appropriate words correctly, consulting references as needed.

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

A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., **photograph, photosynthesis**).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 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**).

Transfer

Transfer Goal:

Students will be able to independently use their learning to reflect and respond in writing to text.

Meaning

Enduring Understandings

Students will understand that:

- A response to literature emphasizes the reader’s role in providing a thoughtful interpretation or understanding of literary work.
- In responding to literary work, the reader must write his interpretations and judgments about the work and reference to the text, in order to demonstrate an understanding of the literary work.
- Readers interpret the author’s message through careful reading and understanding of the work; the reader applies his own prior knowledge to the various aspects of the work in order to say “Here is what I think the author means.”

Essential Questions

- What is the reader’s role in responding to literature?
- What does a reader need to do in order to interpret a literary work?
- How do good writers respond to literature in a way that demonstrates a meaningful understanding of the work?

Acquisition of Knowledge & Skills

Students will know:

- Responding to literature helps deepen and reinforce what we read.
- When we write about what we read, we must show evidence from the text to support our interpretation.
- Readers stop and jot on post-it notes (signposts) to help aid in comprehension and can use those notes to help write a reflection, or summary on what they have read.
- Readers keep a reading journal to write about what they read.

Students will be able to:

- Utilize signposts to help deepen understanding of literary elements (character, plot, setting, theme, conflict)
- Stop and jot while they are reading using post-it notes.
- Show evidence from their reading to support their interpretation
- Write summaries, book reviews, book blurbs etc. about what they have read.

Stage 2: Acceptable Evidence

Transfer Task

Reading responses and complete a book summary after each book using the “five finger” strategy.

Other Evidence

Reading responses in reading notebook to demonstrate higher level thinking beyond the text.

Stage 3: Activities to Foster Learning

Students will choose a signpost from their independent reading to extend on in their reading journals. Reading partners will share their reading reflections with each other.

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

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

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

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

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

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

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

- C. Apply **grade 5 Reading standards** to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- D. Apply **grade 5 Reading standards** to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

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

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect (e.g., ***I had walked; I have walked; I will have walked***) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.*
- 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.

- A. Use punctuation to separate items in a series.*
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words ***yes*** and ***no*** (e.g., ***Yes, thank you***), to set off a tag question from the rest of the sentence (e.g., ***It's true, isn't it?***), and to indicate direct address (e.g., ***that you, Steve?***).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

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

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

- B. Compare and contrast the varieties of English (e.g., **dialects, registers**) used in stories, dramas, or poems.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., **photograph, photosynthesis**).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 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**).
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on **grade 5 topics and texts**, building on others' ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Transfer

Transfer Goal:

Students will be able to independently use their learning to produce clear and coherent narrative writing.

Meaning

Enduring Understandings

Students will understand that:

- Writers draw on what they know about crafting narratives to develop true stories that engage readers with complex characters, a theme, a setting and a conflict.
- Narrative writing needs sensory details to help the reader see, feel, smell, and hear experiences.
- The narrative story follows an arc with events that go in a logical manner and solutions to problems.

Essential Questions

- What is narrative writing?
- How do writers generate, narrow and select a topic to write about?
- What are the elements of a good story?
- How can a writer hook their reader with powerful openings?
- How does understanding the writing process help writers produce narrative writing worth reading?

Acquisition of Knowledge & Skills

Students will know:

- The writing process: prewriting, draft, revise, proof and publish
- Common transitional words—first, then, next, additionally, however; and phrases and clauses—in the beginning, before then, on the other hand, in summary; to organize the sequence of events in narrative writing
- Sensory expressions like similes, metaphors, idioms, hyperboles and personification are used to convey experiences and events in an interesting, yet meaningful fashion
- True stories can be derived from personal experiences

Students will be able to:

- Read and interpret various forms of writing to determine use of narrative techniques, such as dialogue and characterization
- Analyze narrative writing for effective use of transitional words and phrases to manage sequence of events
- Evaluate narrative writings for effectiveness in providing interesting conclusions
- Write a narrative with use of effective techniques, descriptive details and a clear sequence of events
- Use narrative techniques such as dialogue, description and pacing to develop the experiences and show the responses of characters in a story.
- Use figurative language to enhance writing.
- Collaborate with a peer to revise writing by asking purposeful questions in order to improve the writing

Stage 2: Acceptable Evidence

Transfer Task

A narrative piece of writing.

Other Evidence

Students will generate ideas for their personal narrative. They will select a “small moment” to write their narrative.

Stage 3: Activities to Foster Learning

Mini lessons on how to generate ideas, and zoom in on a topic. Mini lessons on “show don’t tell”. Students will generate ideas for their narrative based on life experiences.

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for English

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

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

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

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

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

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

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

- A. Apply **grade 5 Reading standards** to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- B. Apply **grade 5 Reading standards** to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

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

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

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

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

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

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

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

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.*
- 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.
- Use punctuation to separate items in a series.*
 - 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., **that you, Steve?**).
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - Compare and contrast the varieties of English (e.g., **dialects, registers**) used in stories, dramas, or poems.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., **photograph, photosynthesis**).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - 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**).

Transfer

Transfer Goal:

Students will be able to independently use their learning to write explanatory (literary essay) to examine a topic and convey ideas and information clearly.

Meaning

Enduring Understandings

Students will understand that Explanatory and Informative writing:

- Explanatory writing establishes thesis/focused purpose
- Provides a thoughtful and insightful explanation of the subject by examining the topic/issue as a whole, and by identifying and discussing significant parts of the subject,
- Indicates awareness of audience needs by providing relevant background and contextual information
- Communicates purpose, responding to the anticipated needs of the reader

Essential Questions:

- What types of writing are considered explanatory?
- What strategies are specific to expository writing?
- How does a writer effectively communicate through the expository writing format?
- How does a writer convey information accurately?
- How does a writer utilize an introductory paragraph with a thesis statement to identify and introduce a topic clearly?
- How do readers develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to this topic?

- Uses general and specific details and examples to support understanding
- Uses a variety of approaches to idea development (e.g., analysis, evaluation, narration, specific facts, quotes, examples, descriptions) to provide explanation of ideas and concepts
- Groups related information logically; include formatting when useful to aiding comprehension
- Includes a logical progression of ideas

Acquisition of Knowledge & Skills

Students will know:

- Definition and purpose of explanatory writing.
- The steps of the writing process.

Students will be able to:

- Select an appropriate topic and text structure for projects.
- Choose a viable topic and appropriate text structure for informative/explanatory writing pieces.
- Learn more about a topic by exploring several resources.
- Take notes by determining important ideas in resources.
- Use knowledge and research gathered to draft an informative/explanatory piece.
- Organize writing using a text structure that meets the needs of readers.
- Make revisions to work based on the feedback of teacher and peers.
- Links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially) to guide the reader through the text and clarify the relationship of events, ideas, concepts or arguments
- Maintains control of sentence structure
- Varies sentence structure effectively
- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Maintains coherence within and between paragraphs

Stage 2: Acceptable Evidence

Transfer Task

Compose a Literary Essay.

Other Evidence

Use a class read aloud to model how to write a Literary Essay.

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for English

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure
- B. in which ideas are logically grouped to support the writer's purpose.
- C. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- D. Link opinion and reasons using words, phrases, and clauses (e.g., **consequently**, **specifically**).
- E. Provide a conclusion related to the opinion presented.

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

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

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

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

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

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

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

- A. Apply **grade 5 Reading standards** to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- B. Apply **grade 5 Reading standards** to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

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

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

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

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

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

- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - Form and use the perfect (e.g., ***I had walked; I have walked; I will have walked***) verb tenses.
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.*
 - 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.
- Use punctuation to separate items in a series.*
 - 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., ***Listen, that you, Steve?***).
 - Use underlining, quotation marks, or italics to indicate titles of works.
 - Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - Compare and contrast the varieties of English (e.g., ***dialects, registers***) used in stories, dramas, or poems.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., ***photograph, photosynthesis***).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figurative language, including similes and metaphors, in context.
 - Recognize and explain the meaning of common idioms, adages, and proverbs.
 - 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***).

Transfer

Transfer Goal:

Students will be able to independently use their learning to write a compare and contrast essay.

Meaning

Enduring Understandings

Students will understand that:

- Writers make deliberate choices about how to present information to compare and contrast the topic they are analyzing.
- Writers conduct research and gather information on their subject.

Essential Questions

- How does writing a compare and contrast essay help the reader understand similarities and differences on given topic.
- Why do authors have to conduct research prior to writing a compare and contrast essay?

<ul style="list-style-type: none"> Revising and editing is the final step prior to publishing a piece of writing. 	<ul style="list-style-type: none"> How do we revise and edit our writing?
--	--

Acquisition of Knowledge & Skills

<p>Students will know:</p> <ul style="list-style-type: none"> Nonfiction authors use their craft to inform readers of a point of view on a topic. It's important to organizing information to present similarities and differences clearly (author's purpose) The importance of signal words that are characteristic of comparing and contrasting such as: similarly, in contrast, on the other hand. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Collect relevant information on a topic by selecting an appropriate tool for note taking. Summarize or paraphrase information from multiple sources into notes. Use quotation marks and or cite the source of information. Organize ideas so that they are logically grouped to support writer's purpose. Introduce a topic or text clearly by stating a thesis. Provide logically ordered reasons supported by facts and details. Link opinions and reasons using words, phrases, and clauses such as: similarly, in contrast, on the other hand Provide concluding statement or section. Revise and edit their writing. Study and imitate the work of mentor writers Take into account how to engage their audience
---	---

Stage 2: Acceptable Evidence

Transfer Task

Compare and Contrast Essay

Other Evidence

Students will generate ideas for their Compare and Contrast essay and decide on a final topic.

Stage 3: Activities to Foster Learning

Mini lessons on how to write a Compare and Contrast essay. Teacher will model by having the students write a class Compare and Contrast essay.

Other Units of Study

Literacy Unit/Topic: Poetry : Text sets (embedded in Compare and Contrast)

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for English

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

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

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

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

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

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

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect (e.g., ***I had walked; I have walked; I will have walked***) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.*
- 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.

- A. Use punctuation to separate items in a series.*
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words ***yes*** and ***no*** (e.g., ***Yes, thank you***), to set off a tag question from the rest of the sentence (e.g., ***It's true, isn't it?***), and to indicate direct address (e.g., ***Is that you, Steve?***).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

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

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., ***dialects, registers***) used in stories, dramas, or poems.

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

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

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

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

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***).

Transfer

Transfer Goal:

Students will be able to independently use their learning to develop ideas to create an original poem to express personal feeling utilizing techniques and literary devices.

Meaning

Enduring Understandings

Students will understand that:

- Writers get their ideas by living daily life and observing the world around them.
- Poems express the human condition through language, style, voice , content, and through the use of literary devices.
- Poetry allows for the reader’s individual interpretation. This allows the emotions of the writer to be communicated.

Essential Questions

- Where do writers get inspiration for poetry?
- Why do writers write poetry?
- How does the structure of poetry reveal an author’s purpose?
- In what ways does poetry allow the writer to express emotions and ideas different from formal writing?

Acquisition of Knowledge & Skills

Students will know:

- How to effectively use stanzas to build theme, setting, or purpose in a poem.
- How to use rhythm and rhyme in poems.
- How to identify a poem’s rhyme scheme in poems.
- **Key Terms: alliteration, metaphor, onomatopoeia, personification , repetition, rhyme, simile, rhythm,** sensory details, idioms

Students will be able to:

- Effectively and independently edit and revise a poem.
- Use prewriting ideas to chose and idea for a poem.
- Use poetry to show an emotion.
- Use literary devices in poetry
- Build stanzas correctly
- Use rhyme scheme where appropriate

Stage 2: Acceptable Evidence

Transfer Task

Students will write a poem. Students will analyze a poem and compare a text set.

Other Evidence

Students will prewrite their poem and use revising, editing and peer editing

Stage 3: Activities to Foster Learning

Mini lessons on figurative language, stanzas, sensory details etc.. Students will examine various types of poetry.

Literacy Unit/Topic: Establishing foundational skills

Duration: 8 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for English

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - B. Form and use the perfect (e.g., ***I had walked; I have walked; I will have walked***) verb tenses.
 - C. Use verb tense to convey various times, sequences, states, and conditions.
 - D. Recognize and correct inappropriate shifts in verb tense.*
 - 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.
- A. Use punctuation to separate items in a series.*
 - B. Use a comma to separate an introductory element from the rest of the sentence.
 - C. Use a comma to set off the words ***yes*** and ***no*** (e.g., ***Yes, thank you***), to set off a tag question from the rest of the sentence (e.g., ***It's true, isn't it?***), and to indicate direct address (e.g., ***I that you, Steve?***).
 - D. Use underlining, quotation marks, or italics to indicate titles of works.
 - E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - B. Compare and contrast the varieties of English (e.g., ***dialects, registers***) used in stories, dramas, or poems.
- L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., ***photograph, photosynthesis***).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- 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***).
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Transfer

Transfer Goal:

Students will be able to independently use their learning to establish a foundation of standard English conventions for expressive language to accurately convey one's thoughts when writing.

Meaning

Enduring Understandings***Students will understand that:***

- Grammar and conventions play an important role in shaping meaning. They are tools that help writers to create text that readers will understand and enjoy.
- Proper use of grammar and conventions helps both readers and writers to see, hear, and experience the ideas of the author.

Essential Questions

- How does grammar and conventions help us to understand what an author is communicating?
- How can writers combine simple, compound and complex sentences.
- How can writers use transition words and prepositional phrases to provide clarity and show the rhythm of their sentences?
- How do punctuation marks help writers organize words and communicate clearly?
- Why do writers use punctuation and dialogue?
- Why do writers use commas?
- Why do writers use paragraphs?

Acquisition of Knowledge & Skills

Students will know:

- Looking at mentoring texts closely will help to see the possibilities of writing.
- Connecting and integrating skills in grammar and conventions with is an important part of the writing process.
- How to incorporate new knowledge gained through the lesson skills into their own reading, writing, and speaking.
- Conventions enhance a writer's message.

Students will be able to:

- Combine simple, compound , and complex sentences.
- Identify and appreciate prepositions, conjunctions and transition words.
- Recognize participles and part icipial phrases.
- Become more skilled at identifying punctuation marks and understand when they read and write, every punctuation mark counts.
- Explore the ways a writer can use the comma.
- Review examples of dialogue and learn how to punctuate dialogue.
-
- Notice how writers begin a new paragraph each time the speaker changes.
- Discover how parentheses can play a crucial role in the way a story unfolds.
- Understands how parentheses can make their writing more interesting and informative.
- Utilize interjections to show excitement or emotions and conjunctions to join sentences.
- Include verbs in the past, present, and future in their stories.
- Utilize the perfect tense in their writing.

Stage 2: Acceptable Evidence

Transfer Task
Students will be able to utilize proper grammar and spelling when producing a piece of writing.
Other Evidence
Students will learn to revise and edit their work.
Stage 3: Activities to Foster Learning
Orton based teacher created “word work” which will provide a visual and word list to reflect learning (affixes, roots) Grammar instruction and vocabulary work will be alternated on a weekly basis.

Progression of Writing Skills (Grade 5-8)

I = Introduced	D = Developing	M= Mastery
----------------	----------------	------------

Skills by Grade Level	5	6	7	8	9
<i>Opinion (5th Grade Only)</i>					
Introduce Thesis/Claim (3 Reasons)	M				
Organizational Structure - 5 paragraphs	M				
Provide Logical Reasons Supported by Facts and Details	M				
Transitional Word/Phrases/Clauses	M				
Provide a Concluding Paragraph	M				
<i>Argumentative (Grades 6-8)</i>					
Introduce Claim/s		D	D	M	
Acknowledge Opposing Claim		I	M		
Distinguish Claim from Opposing Claim		I	D	M	
Support Claim w/Logical Reasoning		D	D	M	
Use Relevant Evidence		D	D	M	
Use Credible Sources		I	D	M	
Argumentative Terminology					
- <i>Qualifiers</i>				I	
- <i>Transitional Words/Phrases</i>		D	D	M	

- <i>Techniques (Repetition, Sarcasm, Anecdotes, Bandwagon/Propaganda, Survey/Statistics, Expert Testimony, Predicting Results, Sets a Precedent)</i>		I	D	D	
- <i>Call to Action</i>		I	D	M	
Maintain a Formal Style		I	D	M	
Provide a Concluding Paragraph	D	D	D	M	
Skills by Grade Level	5	6	7	8	9
<i>Narrative</i>					
Exposition - Time/Place	I		D	M	
Exposition - Introduce Character/s	I		D	M	
Exposition - Develop a Conflict (internal or external)	I		D	M	
Exposition - Point of View		I	D	M	
Rising Action - Sequence of Events					
- Chronological	I				
- Narrative Time Shifts (Flashback/Flashforward)		I	D	M	
Climax - Turning Point is Clear		I	D	M	
Falling Action - Loose Ends are Tied Up		I	D	M	
Resolution - Whether or not the conflict/situation is resolved	I	D	D	M	
Narrative Technique					
• Dialogue	I	D	D	M	
• Sensory Details	I	D	D	M	
• Figurative Language	I	D	D	M	

• Pacing		I	D	M	
• Direct/Indirect Characterization		I	D	M	
• Theme Stated/Implied		I	D	D	
• Transition Words/Phrases		I	D	M	
• Mood/Tone				I	
Skill by Grade Level	5	6	7	8	9
<i>Informative/Explanatory (Literary Analysis)</i>					
Introduction					
• Hook/General Statement	I	D	M		
• Summary/Background Information	I	D	D	M	
• Thesis/Claim about the Literature <ul style="list-style-type: none"> ○ List Reasons ○ Thesis w/o Reasons 	I	D	D	D	
Body Paragraphs					
• Topic Sentence beginning w/ Transition	I	D	M	M	
• Background Information	I	D	D	M	
• Evidence	I	D	D	M	
• Analysis of the Evidence	I	D	D	M	
• Cohesive Closing Sentence	I	D	D	M	
Closing					
• Restate Thesis in New Words	I	D	D	M	
• Address Key Points (no NEW information)	I	D	D	M	

<ul style="list-style-type: none"> Concluding Sentence - Essay Comes Full Circle 	I	D	D	D	
Maintains Formal Style					
<ul style="list-style-type: none"> Maintains 3rd Person POV 	I	D	D	M	
Skill by Grade Level	5	6	7	8	9
<i>Writing about Reading (Open Ended Response)</i>					
Restate the question	D	M			
Answer all parts	I	D	D	M	
Cite evidence	I	D	D	M	
Explain/Commentary	I	D	D	M	
Sum it up	I	D	D	M	
Skills by Grade Level	5	6	7	8	9
<i>Production of Writing</i>					
Prewriting	D	D	D	D	
Revising	D	D	D	D	
Editing	D	D	D	D	
MLA <ul style="list-style-type: none"> Font size 12 Times New Roman 1 inch margins (default setting in Google Docs) Double - space Include header (name, instructor's name, course, date) Title (center aligned) Header (last name and page number in upper right corner) In-text citation/parenthetical citation Works Cited (research tasks) 		I	I	D	

Skill by Grade Level	5	6	7	8	9
Grammar/Language					
<i>Quotation Use - Citations</i>		I			
<i>Quotation Use - Dialogue</i>	I	D			
<i>Prepositional Phrases</i>				M	
<i>Participles</i>				I	
<i>Participial Phrases</i>				I	
<i>Misplaced Modifiers</i>				I	
<i>Dangling Modifiers</i>				D	
<i>Gerunds</i>				I	
<i>Adjective Clauses</i>				I	
<i>Infinitives</i>				I	
<i>Verbs in Active and Passive Voice in the conditional and subjunctive mood</i>				I	
<i>Adverb Clauses</i>				I	
<i>Compound Sentences</i>		I	M		
<i>Complex Sentences</i>		I	D	M	
<i>Noun Clauses</i>				I	
Parts of Speech					
Nouns	M				

Verbs	M				
Adjectives	M				
Adverbs	I	M			
Conjunctions	I	M			
Prepositions	I	D			
Interjections	I	M			
Pronouns	I	D			