

**English Language Arts  
Fifth Grade**

**CURRICULUM GUIDE**

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**This curriculum may be modified through varying techniques,  
strategies and materials, as per an individual student's  
Individualized Education Plan (IEP).**

**Approved by the Insert district Board of Education  
At the regular meeting held on 2/28/2017**

**And**

***Aligned with the New Jersey Student Learning Standards***

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### **Philosophy and Rationale**

New Jersey Student Learning Standards for English Language Arts set expectations in reading, writing, and language to help ensure all students are college and career ready. We build deep understanding by teaching students to approach reading from different points of view; that of the text, reader, task, and content. Grade-level appropriate texts will be selected to reflect the multiple transitions from grade six to grade eight while being mindful of increasing text complexity. All students will be exposed to increasingly complex and varied texts over the course of the school year. Students will read, interpret, and analyze text with a primary focus on collecting and utilizing relevant text evidence to support answers in text based critical thinking questions. As the year progresses, so will the text complexity; whereby the standard is applied to more complex text affording a deeper application of the standard. Students learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

~ NJ Student Learning Standards for English Language Arts

### **Mission Statement**

The GMRSD will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and build life-long learners who will meet society's challenges into and beyond the 21<sup>st</sup> century. To that end, it is anticipated that all students will achieve the New Jersey Student Learning Standards at all grade levels.

## Scope and Sequence

### Unit 1

**Topic:** Personal Identity: Being Strong & Determined

#### **Reading - Literature & Informational Text**

Target Skills:

- provide a summary of a text; recall specific events in the order they occurred
- cite evidence from the text to support a prediction, inference, or conclusion
- determine the point of view and story structure and their importance to the plot
- understand the meaning of words within a text, both literal and figurative language
- determine the theme or central idea of a text
- ask questions to understand the characters, author's ideas, etc.
- compare and contrast story structure, characters, texts, etc.

#### **Writing/Language**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### **Writing mode - Personal Narrative**

Target skills:

- engage and orient the reader by establishing a context and point of view and introducing a narrator or characters
- organize an event sequence that unfolds naturally and logically
- use of narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, or characters
- use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another
- use concrete words and phrases and sensory details to convey experiences and events precisely
- provide a conclusion that follows from the narrated experiences or events

#### **Writing Mode - Constructed Reading Response/Short Answer**

Write explanatory informational or explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

Target Skills:

- restate a question
- clearly answer the question
- find and use text evidence to support the answer
- explain the text evidence used
- uses proper spelling, capitalization and punctuation when writing

#### **Speaking and Listening**

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.

- come to discussions prepared, having read or studied required material

- follow rules for discussion
- contribute to discussion by posing and responding to questions and elaborating upon others' remarks
- draw conclusions based upon information gained from the discussion

## **Unit 2**

**Topic** - Environment and World Issues

**Reading - Literature and Informational Text**

Target Skills:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- 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).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.
- Determine the author's purpose for writing and using specific language and examples
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Describe how a narrator's or speaker's point of view influences how events are described.

**Writing/Language**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

**Writing Mode - Informative/Explanatory**

Target Skills:

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

## **Language**

Target Skills:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Speaking and Listening**

Target Skills:

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

## **Unit 3**

### **Topic - American History: Revolutionary War**

### **Reading - Literature and Informational Text**

Target Skills:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 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).
- 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.
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- 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.
- 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.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

### **Writing/Language**

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

#### **Writing Mode - Biography**

Target Skills:

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

#### **Language**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 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.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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*).

### **Speaking and Listening**

- 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.
- 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.

## **Unit 4**

### **Topic - Human Interaction**

### **Reading - Literature and Informational**

Target Skills:

- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Describe how a narrator's or speaker's point of view influences how events are described.
- 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).
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 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).

### **Writing and Language**

#### **Writing Mode - Opinion**

Target Skills:

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

- 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.
- 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.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- Provide a concluding statement or section related to the opinion presented.

### **Speaking and Listening**

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.

Target Skills:

- present a clear opinion
- support opinion with evidence, facts, and details
- utilize an appropriate pace, volume, and clarity
- make eye contact

## **Unit 5**

### **Topic - Exploring and Broadening Cultures and Traditions**

#### **Read-Literature and Informational Text**

Target Skills:

- analyze the structure an author uses to organize a text (sequence of events, cause and effect, etc.)
- determine the meaning of words as used in text (figurative and literal)
- determine an author's purpose for format, word choice, etc.
- determine the central idea of a text and how it is supported with details in the text
- consult visual elements to understand text and ideas
- utilize text and graphic features to create a deeper understanding of text and ideas
- determine the main idea of a text and the supporting details
- provide an objective summary of a text
- explain historical events quoting directly from a text

#### **Writing/Language**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences

#### **Writing Mode - Narrative**

Target Skills:

- engage and orient the reader by establishing a context and point of view and introducing a narrator and characters
- organize an event sequence that unfolds naturally and logically
- use of narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, or characters
- use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another
- use precise words and phrases, descriptive details, and sensory language to capture the action and convey experiences and events
- provide a conclusion that follows from and reflects on the narrated experiences or events
- use proper spelling, capitalization, and punctuation when writing
- uses figurative language and transitions

#### **Speaking and Listening**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.). Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Target Skills:

- present narratives using formal language
- apply an appropriate, pace, volume, and clarity
- make eye contact
- provide visuals to support the theme of the narrative

## Unit 1

### **Stage 1: Desired Results**

#### **Topic - Personal Identity: Being Strong and Determined**

##### **Time Allotment**

###### ***Reading:***

Lessons 1-5; 7-10 days per lesson

###### ***Writing:***

¼ of the year

##### **Essential Questions**

1. How can determination help a person accomplish goals?
2. Why is it important to have a positive attitude when facing challenges?

##### **Enduring Understandings**

1. Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
2. Letters and letter combinations represent sounds.
3. Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
4. Fluent readers group words quickly to help them gain meaning from what they read.
5. Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
6. Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
7. Researchers gather and critique information from different sources for specific purposes.

##### **Content Standards:**

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

RL.5.2 Determine 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.

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

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.5.7 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.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

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 in which ideas are logically grouped to support the writer's purpose.  
B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.  
C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented.

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

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- 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.
- E. Provide a conclusion that follows from the narrated experiences or events.

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

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

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

W.5.9 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

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

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

SL.5.4 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.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Knowledge and Skills**

### **Reading**

SWBAT:

- Listen to fluent reading
- Listen for story structure in a narrative poem
- Summarize a written text read aloud
- Acquire and use vocabulary
- Explain how a story's elements fit together to provide its structure
- Analyze the use of humor of a text
- Read and comprehend literature
- Quote accurately from a text to support analysis and inferences
- Read independently from an on-level book
- Determine the theme of a play from details in the text
- Explain how scenes fit together to create the structure of a plot
- Compare and contrast characters in a drama, drawing on specific text details
- analyze foreshadowing by identifying clues to the outcome of a play
- explain how the scenes of a play fit together and move the plot forward
- identify the reasons and evidence a speaker provides to support particular points
- compare and contrast characters in a story
- quote accurately when making inferences and predictions
- use comparing and contrasting to infer what characters think and to predict what characters will do
- analyze effects of dialogue in a story
- listen to understand the relationships between events in a sequence
- identify a sequence of events in informational text
- use text details to monitor and clarify understanding
- use information in a text to draw inferences
- recognize an author's use of narrative pacing to maintain readers' interest
- notice the effects of rhythm in a text

- listen for story details that suggest a theme or message
- determine the theme of a story from details in the text
- use text details to visualize a story's characters, settings, and events
- analyze how an author uses dialogue to reveal characters' qualities and to create a realistic story
- notice the sequence of events in a story, including techniques such as skipping forward to show events that occur much later
- compare and contrast story setting, drawing on details and other evidence in the text

### **Writing**

- orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- use concrete words and phrases and sensory details to convey experiences and events precisely.
- provide a conclusion that follows from the narrated experiences or events.

### **Speaking and Listening**

- Prepare for and participate in collaborative discussions
- Participate in a collaborative discussion, using text evidence to support points
- Make comments while contributing to a collaborative discussion

### **Language**

- Use context as a clue to the meaning of a word or phrase and to confirm understanding
- Consult print or digital dictionaries to determine meanings of words
- Identify the subject and predicate in a sentence
- Identify fragments
- Use complete sentences in writing and speaking
- Learn and use words with the Greek and Latin prefixes *non-*, *-un*, and *-mis*.
- Use common Greek and Latin affixes as clues to the meanings of words
- Write the plural forms of nouns correctly
- Use exact nouns in writing

### **Stage 2: Evidence of Understanding, Learning Objectives and Expectations**

Benchmarks (embedded student proficiencies)

#### **Reading:**

By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high-end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

***Writing:***

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Write routinely over extended time frames (time for research, reflection, and revisions) and shorter time frames (a single sitting or a day or a two) for a range of tasks, purposes, and audiences.

***Speaking and Listening:***

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.

***Language:***

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

**Assessment Methods** (formative, summative, other evidence and/or student self-assessment)

***Formative*** (on-going)

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses
- Short Answer/Constructed Response

***Summative***

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Final Narrative Essay

**Stage 3: Learning Plan**

In the 5th grade ELA curriculum, the unit introduces the theme of Personal Identity. Students explore building Inter- and Intra-Personal Relationships. Through a targeted and guided analysis of literary nonfiction and fiction, students will begin to understand the way personal identity forms. Students will apply their understanding of their own personal identity to narrative writing thus allowing students to delve into the way each has shaped their own life. Students will write a personal narrative to apply the skills of a narrative, including plot, character development, and other skills taught throughout the reading unit; building continuity across the literacy curriculum. A pre-unit narrative will be assigned as the beginning of the unit and a post-narrative writing essay will be assigned at the end to measure growth. Through the use of multiple learning style activities (e.g. visual, auditory, kinesthetic, and tactile) students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, guided reading, leveled reading,

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literature circles, tiered stations, journal prompts, choice options, and level of independence required.

### **Resources**

Journeys/Think Central Resources

### **Unit 2**

## **Stage 1: Desired Results**

### **Topic - Loyalty and Courage; Personally & Globally**

#### **Time Allotment**

##### ***Reading:***

Lessons 6-10; 7-10 days per lesson

##### ***Writing:***

1/4 of the year

#### **Essential Questions**

1. How can one person make a difference?
2. How do individuals balance selflessness and selfishness?

#### **Enduring Understandings**

- There is potential for every person to make a difference.
- There is a consequence to every action or inaction.
- Through literacy experiences, we discover personal values, build self-awareness, and gain an appreciation of a variety of perspectives to have a more meaningful and enjoyable life.

#### **Content Standards:**

##### ***Reading***

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).

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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 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 at grade level text-complexity or above, with scaffolding as needed.

### **Writing**

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

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- 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.
- E. Provide a conclusion that follows from the narrated experiences or events.

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.

### **Speaking and Listening**

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

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

### **Language**

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

- 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.

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

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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.

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.

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).

### **Knowledge and Skills:** (SWBAT embedded course proficiencies)

#### **Reading:**

SWBAT:

- identify details to comprehend a text
- summarize a text that is read aloud
- acquire and use vocabulary
- identify cause-and-effect relationships in informational text
- ask questions during reading to clarify cause-and-effect relationships.
- explain relationships between individuals, events, and concepts within a text
- notice the effect of quotations and descriptions in informational text
- understand the importance of domain-specific vocabulary and determine meaning in context
- contribute to a discussion on a topic
- write a response paragraph using text evidence as support
- read and comprehend informational text
- quote accurately from a text to support analysis and inferences
- read independently from a “just right” book
- compare and contrast characters in a work of fiction, drawing on specific text details
- use text details to visualize characters and events
- examine the effect of the author’s word choice
- understand the use of dialect in a story and what it can reveal about characters
- use quotations and other text evidence to support ideas in writing or discussion
- determine a story’s theme
- explain how an author uses reasons and evidences to support points
- identify and analyze reasons and other text evidence that support the author’s purpose
- explain relationships between ideas in a scientific text
- use illustrations and other graphic features to reinforce main ideas

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- draw conclusions and make generalizations in historical fiction
- infer and predict in historical fiction
- determine author's point of view
- provide text evidence to support analysis of story characters
- determine main ideas and supporting details in informational text
- use main ideas and supporting details to summarize a text
- monitor and clarify understanding of the relationships between ideas in a text
- integrate information from several texts on the same topic

### **Writing:**

#### SWBAT:

- focus writing on thoroughly describing or explaining a topic
- identify the defining elements of this specific writing genre
- explore topics from their content area classes
- introduce a topic clearly, previewing what is to follow
- organize ideas, concepts, and information into broader categories using strategies such as definition, classification, comparison/contrast, and cause/effect
- include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when aiding comprehension
- include relevant supporting facts, information, and details
- transitions between ideas using appropriate words and phrases
- select precise language and domain-specific vocabulary
- consistently use an appropriate style
- create language that is appropriate to one's audience and follows a formal tone
- write a conclusion to bring the writing to a close
- identify defining characteristics of different genres of writing
- determine meaning of a writing prompt
- write for a specific purpose and audience
- select an appropriate text structure or format for a task
- use language that is precise and powerful to create voice in writing
- create a tone that is appropriate for one's audience
- revise and edit to improve writing
- generate ideas to develop topic
- revise writing with a peer using editing checklists
- revise writing with a self-editing checklist
- view writing from the point of the audience in order to determine the effectiveness of their words, organization, etc.
- use technological resources to enhance writing
- follow appropriate typing format and conventions
- use technology to broaden research base
- use evidence found online to support ideas
- give and receive feedback using technology
- seek out authentic publishing opportunities
- use search terms effectively
- write a clear introduction statement
- draw evidence from texts to support introductory statement

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- assess the credibility and accuracy of each source
- apply a specific organizational strategy to writing
- practice writing in a myriad of situations (journals, creative tasks, etc.)
- reflect on and be able to explain decisions made while crafting a piece of writing
- produce written reflections
- write for a variety of audiences and purposes on an array of cross-curricular topics

### **Language:**

SWBAT:

- use the relationships between synonyms and antonyms to determine their meanings and better understand the words
- consult print and digital reference materials to clarify the meanings of words
- acquire and use vocabulary in speaking and writing
- use knowledge of syllabication patterns to recognize words with common beginning syllables
- identify main verbs, helping verbs, and linking verbs
- use main, helping, and linking verbs in writing and speaking
- use verb tenses to convey times, sequences, states, and conditions
- identify direct and indirect objects
- create compound direct and indirect objects
- combine sentences for meaning and style
- use prefixes as clues to word meanings
- explain the function of conjunctions
- use coordinating and subordinating conjunctions
- combine sentences using conjunctions
- identify and form complex sentences
- recognize different shades of meaning among syllables
- use context clues to determine the meanings of words
- use and explain the function of interjections
- recognize and use proper capitalization and punctuation for direct quotations

### **Speaking and Listening:**

SWBAT:

- acquire and use vocabulary in speaking and writing
- prepare and participate in group discussions
- adapt speech to context, task, and purpose
- engage in discussion about literature, drawing on preparation and following agreed-upon rules
- pose and respond to discussion questions and review others' key ideas, drawing conclusions based on knowledge gained from the discussion

**Stage 2: Evidence of Understanding, Learning Objectives, and Expectations**

**Standards Based Computer Benchmarks**

Benchmarks (embedded student proficiencies) -

***Reading:***

By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade-level text-complexity or above, scaffolding as needed. By the end of the year, read and comprehend literary nonfiction at grade-level text-complexity or above, with scaffolding as needed.

***Writing:***

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Draw evidence from literary or informational texts to support analysis, reflection, and research. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

***Speaking and Listening:***

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

***Language:***

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Assessment Methods**

***Formative Assessments***

Teacher Observation/Anecdotal Notes

Graphic Organizers/Notes

Journal Writing & Quick Writes

Constructed Reading Responses

Reading Groups

***Summative Assessments***

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Final Informational Essay

**Stage 3: Learning Plan**

Our second unit of study furthers the theme of identity by looking within oneself for courage. Students will evaluate how courage helps to change our outer world. In this unit students will read both historical fiction text as well as scientific fiction. Mentor texts and complex texts will be paired with each piece to further understanding. The characters in the fictional texts must face challenges and display courage to solve the problems both within themselves and in the outer world. The scientific informational texts provide students with details about the global world around them; students will learn to use the information and their power to determine ways to change the world around them. Informational and explanatory essay writing will allow students to explore a specific historical figure. Students will learn to use credible sources to support the facts that they represent. Through the use of multiple learning style activities (e.g., visual, auditory, kinesthetic, and tactile), students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small, flexible groups, partner reading, leveled reading, peer reviews, tiered instruction, graphic organizers, literature circles, tiered stations, journal prompts, choice options, and level of independence required.

**Resources**

Teacher Collected Resources  
Journeys/Think Central

## **Unit 3**

### **Topic: American History: Revolutionary War**

#### **Time Allotment**

##### ***Reading:***

Lessons 11-15; 7-10 days per lesson

##### ***Writing:***

1/4 of the year

#### **Essential Questions**

- How do acts of bravery affect a society?
- How are patriotism and courage related?

#### **Enduring Understanding**

- Individual acts of bravery have affected history over time.
- Patriotism and courage are necessary to ignite change.
- History can teach us valuable lessons over time.

#### **Stage 1: Desired Results**

##### **Content Standards:**

##### ***Reading***

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.,

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

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

**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.

### **Writing**

W5.1 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 in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

### **Speaking and Listening**

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

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

SL.5.5 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.

### **Language**

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

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

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).

L5.2 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?).

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

L.5.3a 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.

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.

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.

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).

### **Knowledge and Skills** (SWBAT embedded course proficiencies)

#### **Reading**

##### **SWBAT:**

- Paraphrase evidence from the text
- Quote directly from the text with the author's words
- Closely read the text (questioning, determining importance) to support thinking
- Use evidence from the text to make and check predictions during reading
- Make personal connections, connections to other texts, and/or global connections, when relevant
- Gather evidence from the text to support inferences or explicit meaning

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- Read and analyze a variety of literary genres and informational texts
- Use information from the text and schema (background knowledge, personal experiences, previous reading) to make inferences
- Provide textual support when analyzing and drawing inferences from the text
- Determine the theme or central idea of a fictional text, based on textual evidence
- Evaluate recurring ideas and changes in the characters and plot over the course of the text
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations, photographs) to help determine two or more main ideas of a text
- Determine the main idea of a text and provide a summary
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Analyze the importance of events in a text
- Determine the effects of setting and plot and the development of a character
- Explain why the author chose to have elements of a story interact in a specific way
- Analyze the impact of the relationship between characters, setting, and plot on the reader
- Evaluate the author's effectiveness in determining the interactions between character, setting, and plot
- Analyze the impact of specific word choice on meaning and/or tone
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, etc.) on a particular section of a text
- Analyze why the author used a specific word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize nonfiction texts
- Explain how text structure impacts overall meaning of text
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure
- Identify the point of view of characters in a text
- Compare and contrast the characters' points of view
- Compare and contrast two separate accounts of the same event
- Identify the author's point of view
- Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)
- Use a variety of previous knowledge (practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text

## **Writing**

SWBAT:

- Write an opinion piece to support a claim
- Support arguments with clear reasons and relevant evidence
- Introduce claim(s)
- Organize the reasons and evidence logically
- Choose appropriate reasoning and evidence to support claims

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- Evaluate sources for accuracy and reliability
- Demonstrate an understanding of the topic or text
- Use transitional words and phrases
- Use transitions to clarify the relationships among claim(s), counterclaims, evidence, and reasons
- Close the writing with a conclusion
- Identify defining characteristics of different genres of writing
- Determine the meaning of a writing prompt
- Write for a specific purpose and audience
- Revise and edit to improve writing
- Generate ideas to develop topic
- Revise writing with a peer or self-editing checklist
- View writing from the point of view of the audience in order to determine the effectiveness of their words, organization, etc.
- Use technological resources to enhance writing
- Follow appropriate typing format and conventions
- Use technology to broaden research base
- Use evidence found online to support ideas
- Practice writing in various formats (journals, online, blogging, etc.)
- Reflect on and be able to explain decisions made while crafting a piece of writing
- Produce written reflections
- Write for a variety of audiences and purposes on an array of cross-curricular topics

### **Speaking and Listening**

SWBAT:

- Prepare for 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
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Use practices that engage the audience (eye contact, volume, pronunciation)

### **Language**

SWBAT:

- Use conjunctions, prepositions and interjections properly
- Demonstrate command of verb tense to convey timing
- Practice proper punctuation including commas to separate words in a series
- Demonstrate proper spelling rules and consult references when needed
- Paraphrase sentences for reader/listener understanding
- Analyze Greek and Latin affixes and roots as clues to meanings of words

- Use reference materials (dictionaries, glossaries, thesauruses), both print and digital, to understand words
- Analyze figurative language (similes, metaphors) in context
- Recognize and explain the meaning of common idioms, adages, and proverbs
- 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*).

## **Stage 2: Evidence of Understanding, Learning Objectives, and Expectations**

### **Standards Based Computer Benchmarks**

Benchmarks (embedded student proficiencies)

#### ***Reading:***

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade-level text-complexity or above, scaffolding as needed. By the end of the year, read and comprehend literary nonfiction at grade-level text-complexity or above, with scaffolding as needed.

#### ***Writing:***

Write opinions to support claims in an analysis of topics or texts, using valid reasoning and evidence. Draw evidence from literary and information texts to support analysis, reflection, and research. Develop and strengthen writing as needed by using the writing process; planning, revising, editing, and rewriting. Use technology to produce and publish writing and to interact and collaborate with others.

#### ***Speaking and Listening:***

Evaluate a speaker's point of view, reasoning, and use evidence. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### ***Language:***

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Acquire and use accurately a range of general academic and domain-specific vocabulary and phrases sufficient for reading, writing, speaking, and listening at grade-level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## **Assessment Methods**

### ***Formative***

Teacher Observation/Anecdotal Notes

Graphic Organizers

Journal Writing & Quick Writes

Constructed Reading Responses

### ***Summative Assessments***

End of Lesson Assessments

Technology Based Reading Assessments

Final Opinion Essay

**Stage 3: Learning Plan**

In our third unit of study, students will read, interpret, and analyze nonfiction and informational texts with a primary focus on multiple accounts of events in the Revolutionary War. Students will study how people had various roles in American history. Students will begin to question the perspectives and points of view of history that we have learned and broaden their understanding of events in this part of history. Through the use of multiple learning style activities (visual, auditory, kinesthetic, and tactile) students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small groups, peer reviews, tiered instruction, graphic organizers, varied texts, and literature circles, tiered stations, journal prompts, choice options, and level of independence required.

**Resources**

Journeys/Think Central Resources

## **Unit 4**

### **Stage 1: Desired Results**

#### **Topic - Adventure**

##### **Time Allotment**

###### ***Reading:***

Lessons 11-15; 7-10 days per lesson

###### ***Writing:***

¼ of the year

#### **Essential Questions**

- In what ways can illustrations and photographs enhance a reader's experience?
- What role does imagination play in the invention process?
- Is it important to be a part of a community?

#### **Enduring Understandings**

- Illustrations and photographs in fiction and nonfiction text provide a deeper understanding for the reader.
- With imagination people can create incredible things.
- Community helps a person develop their true identity.

#### **Content Standards**

##### **Reading**

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).

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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 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.5.4 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.5.7 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.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

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.

## **Writing**

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.

### **Speaking and Listening**

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

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

SL.5.5 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.

### **Language**

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.
- 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).

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L5.2 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?).
- E. Spell grade-appropriate words correctly, consulting references as needed.

L5.3 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.

L5.4 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.

- 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.

L5.5 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.

L5.6 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).

### **Knowledge and Skills** (SWBAT embedded course proficiencies)

#### **Reading**

**SWBAT:**

- Paraphrase evidence from the text
- Quote directly from the text with the author's words
- Closely read the text (questioning, determining importance) to support thinking
- Use evidence from the text to make and check predictions during reading
- Make personal connections, connections to other texts, and/or global connections, when relevant
- Gather evidence from the text to support inferences or explicit meaning
- Read and analyze a variety of literary genres and informational texts
- Use information from the text and schema (background knowledge, personal experiences, previous reading) to make inferences

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- Provide textual support when analyzing and drawing inferences from the text
- Determine the theme or central idea of a fictional text, based on textual evidence
- Evaluate recurring ideas and changes in the characters and plot over the course of the text
- Identify and use knowledge of common graphic features (charts, maps, diagrams, captions, illustrations, photographs) to help determine two or more main ideas of a text
- Determine the main idea of a text and provide a summary
- Distinguish between essential and nonessential details of a text to create an objective summary of the text
- Analyze the importance of events in a text
- Determine the effects of setting and plot and the development of a character
- Explain why the author chose to have elements of a story interact in a specific way
- Analyze the impact of the relationship between characters, setting, and plot on the reader
- Evaluate the author's effectiveness in determining the interactions between character, setting, and plot
- Analyze the impact of specific word choice on meaning and/or tone
- Analyze the impact of poetic sound devices (rhyme scheme, alliteration, etc.) on a particular section of a text
- Analyze why the author used a specific word choice or sound device
- Describe the form and structure of a drama or poem
- Describe the structure used to organize nonfiction texts
- Explain how text structure impacts overall meaning of text
- Analyze how parts of a text contribute to meaning
- Explain why the author chose a specific form or structure
- Identify the point of view of characters in a text
- Compare and contrast the characters' points of view
- Compare and contrast two separate accounts of the same event
- Identify the author's point of view
- Interact with content expressed through multiple and varied formats (written, audio, staged, multimedia)
- Use a variety of previous knowledge (practical knowledge, historical/cultural context, and background knowledge) to make connections to and reflect on the text

### **Writing**

#### SWBAT:

- Engage in short research projects to answer a self-selected or teacher-assigned questions
- Develop research questions
- Determine keywords or topics for each question
- Search for informational sources in an effort to answer the question
- Explain quotations used as support to enhance meaning
- Use search terms effectively
- Write a clear introduction statement

- Draw evidence from texts to support statement
- Assess the credibility and accuracy of each source
- Select direct and indirect quotations that relate to the topic as evidence
- Use transitions to connect ideas in writing
- Apply a specific organizational strategy in writing
- Write for a variety of audience and purposes on an array of cross-curricular topics

### **Speaking and Listening**

SWBAT:

- Prepare for 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
- Define and identify rules for discussions, including group and individual roles
- Model appropriate behavior during discussions
- Craft and respond to specific questions based on the topic or text, elaborating when necessary
- Reflect on and paraphrase what was discussed
- Summarize the ideas expressed
- Use practices that engage the audience (eye contact, volume, pronunciation)
- Explain how the main idea and supporting details help to clarify a topic, text, or issue
- Use multimedia and visual displays to enhance work
- Orally present information, using appropriate speech, in a variety of situations
- Recognize and consider the audience

### **Language**

SWBAT:

- Apply common rules and patterns to spell words correctly
- Revise writing for word choice
- Use context clues to determine the meaning of unknown words and phrases
- Use dictionaries, glossaries, and/or thesauruses to find the pronunciation of a word
- Use dictionaries, glossaries, and/or thesauruses to determine the actual meaning of a word or its part of speech
- Analyze affixes, prefixes, and root words to determine the meaning of words
- Consult reference materials that are both print and digital
- Understand and apply conversational, academic, and domain-specific vocabulary
- Interpret unknown words and their meanings, using context clues, Greek and Latin roots, and applying this knowledge to determine their meaning

## **Stage 2: Evidence of Understanding, Learning Objectives, and Expectations**

### **Standards Based Computer Benchmarks**

Benchmarks (embedded student proficiencies)

#### ***Reading:***

By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high-end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

#### ***Writing:***

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Write well-researched, clear pieces to inform the reader of a specific topic, using valid reasoning and relevant and sufficient evidence. Develop and strengthen writing as needed by using the writing process: planning, revising, editing, and rewriting. Use technology to produce and publish writing and to interact and collaborate with others.

#### ***Speaking and Listening:***

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

#### ***Language:***

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

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

#### ***Formative* (on-going)**

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses
- Short Answer/Constructed Response

#### ***Summative***

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Final Research Essay

## **Stage 3: Learning Plan**

This unit studies the theme of exploration and adventure. Students will learn how people in history have documented their experiences. Students will read narrative nonfiction, informational text, and historical fiction to delve into the way explorers and pioneers have expanded our culture. Students will apply their understanding of various genres to construct an understanding of historical literature and information. Students will read narratives (nonfiction and literature) and study the plot structure and development in order

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to write a narrative. Through the use of multiple meaning style activities (e.g. visual, auditory, kinesthetic, and tactile) students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small groups, peer reviews, tiered instruction, guided reading, graphic organizers, leveled text, choice options, and level of independent required.

### **Resources**

Journeys/Think Central Resources

## **Unit 5**

### **Topic - American Exploration and Traditions**

#### **Time Allotment**

##### ***Reading:***

Lessons 16-20; 7-10 days per lesson

##### ***Writing:***

¼ of the year

#### **Essential Questions**

- How did explorers shape America?
- Are historical records important?

#### **Enduring Understandings**

- Recording history over time provides people with an understanding of the past and a plan for the future
- Bravery, courage, and curiosity have built a rich history
- People are affected by history and people's past actions

#### **Content Standards**

##### ***Reading***

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.,

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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 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 at grade level text-complexity or above, with scaffolding as needed.

### **Writing**

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.
- E. Provide a conclusion that follows from the narrated experiences or events.

### **Speaking and Listening**

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

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

### **Language**

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

- 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.

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

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.

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.

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).

### **Knowledge and Skills:** (SWBAT embedded course proficiencies)

#### **Reading:**

SWBAT:

- identify details to comprehend a text

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- summarize a text that is read aloud
- acquire and use vocabulary
- identify cause-and-effect relationships in informational text
- ask questions during reading to clarify cause-and-effect relationships.
- explain relationships between individuals, events, and concepts within a text
- notice the effect of quotations and descriptions in informational text
- understand the importance of domain-specific vocabulary and determine meaning in context
- contribute to a discussion on a topic
- write a response paragraph using text evidence as support
- read and comprehend informational text
- quote accurately from a text to support analysis and inferences
- read independently from a “just right” book
- compare and contrast characters in a work of fiction, drawing on specific text details
- use text details to visualize characters and events
- examine the effect of the author’s word choice
- understand the use of dialect in a story and what it can reveal about characters
- use quotations and other text evidence to support ideas in writing or discussion
- determine a story’s theme
- explain how an author uses reasons and evidences to support points
- identify and analyze reasons and other text evidence that support the author’s purpose
- explain relationships between ideas in a scientific text
- use illustrations and other graphic features to reinforce main ideas
- draw conclusions and make generalizations in historical fiction
- infer and predict in historical fiction
- determine author’s point of view
- provide text evidence to support analysis of story characters
- determine main ideas and supporting details in informational text
- use main ideas and supporting details to summarize a text
- monitor and clarify understanding of the relationships between ideas in a text
- integrate information from several texts on the same topic

### Language:

#### SWBAT:

- use the relationships between synonyms and antonyms to determine their meanings and better understand the words
- consult print and digital reference materials to clarify the meanings of words
- acquire and use vocabulary in speaking and writing
- use knowledge of syllabication patterns to recognize words with common beginning syllables
- identify main verbs, helping verbs, and linking verbs
- use main, helping, and linking verbs in writing and speaking
- use verb tenses to convey times, sequences, states, and conditions
- identify direct and indirect objects

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- create compound direct and indirect objects
- combine sentences for meaning and style
- use prefixes as clues to word meanings
- explain the function of conjunctions
- use coordinating and subordinating conjunctions
- combine sentences using conjunctions
- identify and form complex sentences
- recognize different shades of meaning among syllables
- use context clues to determine the meanings of words
- use and explain the function of interjections
- recognize and use proper capitalization and punctuation for direct quotations

### **Speaking and Listening:**

SWBAT:

- acquire and use vocabulary in speaking and writing
- prepare and participate in group discussions
- adapt speech to context, task, and purpose
- engage in discussion about literature, drawing on preparation and following agreed-upon rules
- pose and respond to discussion questions and review others' key ideas, drawing conclusions based on knowledge gained from the discussion

### **Stage 2: Evidence of Understanding, Learning, Objectives, and Expectations**

#### **Standards Based Computer Benchmarks**

##### ***Reading:***

By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high-end of the grades 4-5 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

##### ***Speaking and Listening:***

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.

##### ***Language:***

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

**Assessment Methods** (formative, summative, other evidence and/or student self-assessment)

##### ***Formative* (on-going)**

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses

- Short Answer/Constructed Response

***Summative***

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)

**Stage 3: Learning Plan**

This unit studies the theme of exploration. Students will learn how people in history have documented their experiences. Students will read narrative nonfiction, informational text, and historical fiction to delve into the way explorers and pioneers have expanded our culture. Students will apply their understanding of various genres to construct an understanding of historical literature and information. Students will read narratives (nonfiction and literature) and study the plot structure and development in order to write a narrative. Through the use of multiple meaning style activities (e.g. visual, auditory, kinesthetic, and tactile) students will be actively engaged throughout the unit. Differentiation will be embedded into the unit in the form of small groups, peer reviews, tiered instruction, guided reading, graphic organizers, leveled text, choice options, and level of independent required.

**Resources**

Journeys/Think Central Resources

### **Differentiation**

- Guided/leveled reading groups
- Centers
- Partner read
- Strategy Groups
- One-on-one guidance
- Adaptive assessments

### **Technology**

- Think Central
- Write Smart
- Teacher collected resources and websites
- Chromebooks

### **Unit and Lesson Resources**

- Teacher collected resources and websites
- Journeys/Think Central
- Journeys Curriculum Material:
  - Leveled Readers
  - Vocabulary Readers
  - Read alouds
  - Reader's Notebooks
  - Write-in-Readers
  - Smartboard interactive lessons
  - Grab-and-Go Kit resources
  - Teacher collected websites
  - Vocabulary cards

### **21st Century Skills**

Each student will come away with pivotal skills and understanding while being appropriately challenged throughout the unit. 21st century skills and technology used in this unit are:

#### **Think Creatively**

- Use a wide range of idea creation techniques (such as brainstorming, graphic organizers, sharing ideas)
- Create new and worthwhile ideas and share with peers
- Elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts

#### **Reason Effectively**

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

#### **Communicate Clearly**

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
- Communicate effectively in diverse environments

#### **Collaborate With Others**

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

#### **Access Information Efficiently**

- Evaluate information critically and competently

#### **Apply Technology Effectively**

- Use technology as a tool to research, organize, evaluate, and communicate information

#### **Manage Goals and Time**

- Set goals with tangible and intangible success criteria
- Utilize time and manage workload efficiently

#### **Interact Effectively with Others**

- Know when it is appropriate to listen and when to speak

#### **Work Effectively in Diverse Teams**

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values

**New Jersey Student Learning Standards**

<http://www.state.nj.us/education/cccs/>

**Integration of 21<sup>st</sup> Century Theme(s)**

The following websites are sources for the following 21<sup>st</sup> Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

**21<sup>st</sup> Century Interdisciplinary Themes (into core subjects)**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

**Learning and Innovation Skills**

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

**Information, Media and Technology Skills**

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

**Life and Career Skills**

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

**Integration of Digital Tools**

- Classroom computers/laptops
- Technology Lab
- FM system
- Other software programs

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