

Winslow Township School District
English Language Arts
Grade 5

Overview: English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus NJSLS: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.6 RI.5.6 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.5.1A,B,C,D W.5.4 W.5.5 W.5.6 W.5.7 W.5.10	Primary Focus NJSLS: SL.5.1A,B,C,D SL.5.6	Primary Focus NJSLS: L.5.1A,B L.5.2A,E L.5.4A,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> ● Opinion/ research writing ● Routine writing 	Task Types: <ul style="list-style-type: none"> ● Small and whole group discussions 	These standards are embedded within the writing process
	Enduring Understandings 1. People can create amazing things through innovation, perseverance, and the desire to solve problems. (Module 1) 2. Elements of a great story can be found in literature of all genres and connect to the lives of students. (Module 2) 3. Learning about natural disasters and their causes can help people stay safe and connect to the lives of students. (Module 3)		Essential Questions 1 What kinds of circumstances push people to create new inventions? 2. How does genre affect the way a story is told? 3. How can learning about natural disasters make us safer?	
<u>Unit 2</u>	Primary Focus NJSLS: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLS: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.8 W.5.10	Primary Focus NJSLS: SL.5.1A,B,C,D SL.5.2 SL.5.3 SL.5.6	Primary Focus NJSLS: L.5.1A,C L.5.2B,E L.5.3A,B L.5.4A,C L.5.6

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<u>Unit 2 (cont.)</u>	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> ● Research/informative ● Routine writing 	Task Type: <ul style="list-style-type: none"> ● Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process
	Enduring Understandings 1. Settlers’ varied experiences can be found in informational text and connect to the lives of students. (Module 4) 2. There are many ways to protect the future of the world around us and how to care for the environment. (Module 5) 3. Through the various elements of literatures, students will learn about the different forms of Art. (Module 6)		Essential Questions 1. What character traits were needed in people who settled the West? 2. How can caring for the Earth and its living things improve life now and in the future? 3. How do different Art forms impact people in different ways?	
<u>Unit 3</u>	Primary Focus NJCLS: RL.5.1 RI.5. RF.5.3A RL.5.2 1RI. RF.5.4A,B,C RL.5.3 5.2 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 WIDA Standards 1, 2, 4, 5	Primary Focus NJCLS: W.5.3A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.9 W.5.10	Primary Focus NJCLS: SL.5.1A,B,C,D SL.5.2 SL.5.4 SL.5.6	Primary Focus NJCLS: L.5.1A,D L.5.2C,E L.5.4A,C L.5.5A,B,C L.5.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> ● Narrative ● Research/literary analysis ● Routine writing 	Task Type: <ul style="list-style-type: none"> ● Present in small groups and to whole class. 	These standards are embedded within the writing process.
Enduring Understandings 1. The role of curiosity will be explored through exciting land, sea, and space discoveries while connecting information to life experiences. (Module 7) 2. Moving to a new country and learning to feel at home can bring life changing experiences. (Module 8) 3. There are many methods that people use to try to solve different types of mysteries. (Module 9)		Essential Questions 1. What role does curiosity play in exploration? 2. How do people adapt to new experiences and make a new place home? 3. What makes something mysterious, and what makes people want to mysteries?		

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<u>Unit 4</u>	<p>Primary Focus NJCLS: RL.5.1 RI.5.1 RF.5.3A RL.5.2 RI.5.2 RF.5.4A,B,C RL.5.4 RI.5.4 RL.5.5 RI.5.5 RL.5.6 RI.5.6 RL.5.10 RI.5.10 WIDA Standards 1, 2, 4, 5</p>	<p>Primary Focus NJCLS: W.5.2A,B,C,D,E W.5.4 W.5.5 W.5.6 W.5.10 Select at least one from W.5.7, W.5.8, W.5.9</p>	<p>Primary Focus NJCLS: SL.5.1A,B,C,D SL.5.5 SL.5.6</p>	<p>Primary Focus NJCLS: L.5.1A,B,C,D L.5.2D,E L.5.4A,B,C L.5.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> ● Research/Informative and Explanatory ● Routine Writing 	<p>Task type:</p> <ul style="list-style-type: none"> ● Debates ● Present in small groups and to whole class 	<p>These standards are embedded within the writing process</p>
	<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. Animals demonstrate amazing characteristics and abilities in their everyday lives. (Module 10) 2. Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including informational text, narrative nonfiction, and persuasive text can enhance our understanding and learning of new facts and information. (Module 11) 3. Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including realistic fiction, plays and mysteries can enhance our understanding and learning of new facts and information. (Module 12) 		<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What can we learn about ourselves by observing and interacting with animals 2. Genre Study: Nonfiction <ul style="list-style-type: none"> ● What are the characteristics of informational text? (week 1) ● What are the characteristics of narrative nonfiction? (week 2) ● What are the characteristics of persuasive text? (week 3) 3. Genre Study: Fiction <ul style="list-style-type: none"> ● What are the characteristics of realistic fiction? (week 1) ● What are the characteristics of plays? (week 2) ● What are the characteristics of mysteries? (week 3) 	

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Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> ● PARCC Evidence Tables ● Point of View Video ● Main Idea Practice ● Inference Practice ● Read Aloud Strategy ● Circle Plot Diagram 	Writing/Language <ul style="list-style-type: none"> ● Brainstorm before Writing ● Conferencing Video ● Writing Narratives ● Narrative Lessons ● Compare/Contrast Map ● Essay Map ● Implementing the Writing Process ● Spelling practice ● Various ELA Practices ● Word Relationships ● Grammar Practice ● More Grammar Practice ● Flocabulary ● Context Clues 	Speaking & Listening <ul style="list-style-type: none"> ● Notes for Discussions Video ● Text Talk Time ● Literature Circles ● Speaking and Listening Rubric ● In Character Presentation ● Crafting a Persuasive Speech ● New Report 	Critical Thinking <ul style="list-style-type: none"> ● Current Event Articles ● Smithsonian TweenTribune ● Newsela ● HandbookCritical Thinking ● Lessons in Literacy ● Whole Brain Teaching Video
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Unit 1 Grade 5		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme
		RI.5.2: <ul style="list-style-type: none"> ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details

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<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader
<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RL.5.6:</p> <ul style="list-style-type: none"> ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text
		<p>RI.5.6:</p> <ul style="list-style-type: none"> ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 1 Writing Standards</p>		<p>Unit 1 Writing Critical Knowledge and Skills</p>
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.5.1.D. Provide a conclusion related to the opinion presented.</p>		<ul style="list-style-type: none"> ● Distinguish fact from opinions ● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) ● Group supporting details to support the writer's purpose ● Introduce a topic or text clearly ● State an opinion to be supported with evidence ● Write a thesis statement to focus the writing ● Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose ● Logically order reasons that are supported by facts and details ● Quote directly from text when appropriate ● Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) ● Provide a conclusion or section related to the opinion presented

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<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skills
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information from multiple sources to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
<p>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.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 20px;">SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer

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<p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<ul style="list-style-type: none"> ● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences ● Identify the tense of verbs ● Identify perfect verb tenses in writing ● Conjugate verbs using the perfect verb tenses
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.A. Use punctuation to separate items in a series.*</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Define and identify items in a series ● Separate items in a series using appropriate punctuation ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none"> ● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing contrast, addition, or other relationships ● Choose the most accurate word when discussing a particular topic ● Use knowledge of conjunctions to broaden vocabulary
<p>WIDA English Language Development Standard 1</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting</p>
<p>WIDA English Language Development Standard 2</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>

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WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

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Unit 1 Grade 5	
District/School Formative Assessment Plan	District/School Diagnostic and Summative Assessment Plan
<ul style="list-style-type: none"> ● Class discussions ● Student participation ● Teacher observation ● Self-assessment ● Verbalization ● Anecdotal notes ● Weekly Assessments ● Selection and Leveled Reader Quizzes ● Intervention Assessments 	<ul style="list-style-type: none"> ● Know it and Show it ● Graphic organizers ● Learning stations ● Think-pair-share ● Scoring rubric ● Strategic Questioning ● Student conferences ● Correct and Redirect ● Performance-Based Assessments
<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> ● Reading Horizons (MP 1,2,4) ● Aims Web (MP 1,2,4) ● HMH Growth Measure (MP 1,3,4) ● Link-It (MP 1,2,4) ● Guided Reading Benchmark Assessment Kit <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Guided Reading Benchmark Assessment Kit ● Module Assessments <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Inquiry and Research Projects ● Hands-on activities ● Presentations 	
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Students will learn that people can create amazing things through innovation, perseverance, and the desire to solve problems. (Module 1) 2. Elements of a great story can be found in literature of all genres and connect to the lives of students. (Module 2) 3. Learning about natural disasters and their causes can help people stay safe and connect to the lives of students. (Module 3) 	<ol style="list-style-type: none"> 1. What kinds of circumstances push people to create new inventions? 2. How does genre affect the way a story is told? 3. How can learning about natural disasters make us safer?

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District/School Texts and Resources	Aligned Skills and Activities
<p><i>The following texts and resources are utilized in Unit 1</i></p> <p>Module 1: Inventors at Work Houghton Mifflin Harcourt Into Reading Print/Online Resources</p> <ul style="list-style-type: none"> ● Teacher’s Guide (TG) pp. T190 ● Week at a Glance <ul style="list-style-type: none"> ○ Week 1: TG pp. T22-23 ○ Week 2: TG pp. T82-T83 ○ Week 3: TG pp. T138-T139 ● Ed Your Friend in Learning: https://www.hmhco.com/one/login/ <p>Resources for Module 1:</p> <ul style="list-style-type: none"> ● Ed Your Friend in Learning (Ed Online) - Access to all online resources ● Teacher’s Guides ● Writer’s Workshop Teacher’s Guide ● Teacher Resource Book ● Teaching Pal (teacher text) ● myBook (student text) ● Foundational Skills and Word Study Studio (online resource) ● Vocabulary Cards ● Anchor Charts ● Display and Engage Organizers (online resource) ● Get Curious Videos (online resource) ● Rigby Readers with matching Take and Teach Lessons ● Tabletop Minilessons ● Printables ● Know It, Show It (printable) ● Focal Texts (Writer’s Workshop) ● Writers Notebook ● Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ 	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 1: Inventors at Work Learning Mindset: Trying Again</p> <p><u>Build Knowledge & Language</u></p> <ul style="list-style-type: none"> ● Access Prior Knowledge/Build Background ● Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words: excel, illustrious, revere, transcend ● Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing: <ul style="list-style-type: none"> ➤ Get Curious Video: Morning Miracles <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> ● Decoding <ul style="list-style-type: none"> ○ Short Vowels ○ Long a, e, i and o ● Spelling <ul style="list-style-type: none"> ○ Words with Short Vowels ○ Words with Long a, e, i and o ● Fluency <ul style="list-style-type: none"> ○ Reading Rate ○ Accuracy and Self-correction ○ Phrasing <p><u>Reading Workshop & Vocabulary</u></p> <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ Academic Vocabulary ○ Critical and Instructional Vocabulary ● Multiple Genres <ul style="list-style-type: none"> ○ Genre Focus: Informational Text <ul style="list-style-type: none"> ➤ Narrative Nonfiction ➤ Realistic Fiction

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- Magazine Article
- Informational Text
- Science Fiction/Fantasy

- **Comprehension**

- **Use Metacognitive Skills**

- Retell/Summarize
- Monitor and Clarify
- Make Inferences

- **Literary Elements/Author's Purpose and Craft**

- Author's Purpose
- Point of View
- Theme
- Text Structure
- Central Idea
- Literary Elements
- Author's Craft

- **Response to Text**

- Write a Personal Account
- Write a News Article
- Write an Encyclopedia Entry
- Write a Blog Post

- **Performance Task**

- Write a Personal Narrative

- **Communication**

- Speaking and Listening: Engage in Discussion
- Research: Generate a Plan
- Speaking and Listening : Give a Presentation: Opinion

Writing Workshop

- **Writing Process**

- Informational Text
 - Plan and Generate Ideas
 - Organize

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Module 2: What a Story

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher’s Guide (TG) pp. T191-T380
- Week at a Glance
 - Week 1: TG pp. T211-T269
 - Week 2: TG pp. T271-T325
 - Week 3: TG pp. T327-T380
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 2:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)

- Draft
- Revise
- Publish and Present

- Writing Form
 - Expository Essay
- Grammar - Conventions
 - Complete Sentences
 - Kinds of Sentences
 - Compound Sentences

Module 2: What a Story

Learning Mindset: Wonder

Build Knowledge and Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words: prose, dialogue, climax, foreward
- **Multimedia**
 - Active Listening and Viewing
 - Get Curious Video: Lean and The Lonely Peony: As Story Told in Three Genres

Foundational Skills

- Decoding
 - Words with oo and yoo, ou, o, oi,
 - r-Controlled Vowels or ,ar, ar
- Spelling
 - Words with oo, and yoo, ou, o, oi, or, ar, ar
- Fluency
 - Expression
 - Intonation

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**

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- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Critical and Instructional Vocabulary**
- **Generative Vocabulary**
 - Prefixes un-, non-, dis-, re-, pre-, post-, fore-
 - Suffixes -y,-ly,-ily,-ful, -less, -ment, -ness
- Vocabulary Strategy
 - Antonyms/Synonyms
- **Multiple Genres**
 - **Genre Focus: Fiction**
 - Fantasy/Adventure
 - Folktale
 - Play
 - Myth
 - Poetry
- **Comprehension**
 - Use Metacognitive Skills
 - Synthesize
 - Visualize
 - Ask and Answer Questions
 - **Literary Elements/Author’s Purpose and Craft**
 - Figurative Language
 - Elements of Drama
 - Elements of Poetry
 - Author’s Purpose
 - Theme
- **Response to Text**
 - Write a Journal Entry, Next Scene, Play Scene, Poem
- **Performance Task**
 - Write a Short Story
- **Communication**
 - Media Literacy: Interpret/Analyze Media
 - Speaking and Listening: Work Collaboratively and Engage in Discussion

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Module 3: Natural Disasters

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher’s Guide (TG, vol.2) pp. T1-T190
- Week at a Glance
 - Week 1: TG pp. T21-T79
 - Week 2: TG pp. T81-T135
 - Week 3: TG pp. T137-T190
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 3:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)

Writing Workshop

- **Writing Process**-Narrative
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Writing Form**
 - Story
- **Grammar**- Conventions
 - Common and Proper Nouns
 - Singular and Plural Nouns
 - Verbs

Module 3: Natural Disasters

Learning Mindset: Seeking Challenges

Build Knowledge and Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words: notable, spontaneous, tremor, hazard
- **Multimedia**
 - Active Listening and Viewing
 - Get Curious Video: Nature’s Dark Side

Foundational Skills

- **Decoding**
 - r-Controlled Vowels ur, ir
 - Compound Words
 - VCCV Syllable Division Pattern
- **Spelling**
 - Words with ur, ir
 - Compound Words
 - Words with VCCV Syllable Division Pattern

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- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- **Fluency**
 - Expression
 - Phrasing
 - Reading Rate

[Reading Workshop & Vocabulary](#)

- **Vocabulary**
 - Academic Vocabulary
 - Critical and Instructional Vocabulary
 - **Generative Vocabulary**
 - Greek Roots: graph, gram, geo
 - Latin Roots: rupt, fer
 - Suffixes: logy, -logist
 - Prefixes: inter, com, con, cor
 - **Vocabulary Strategies**
 - Multiple-Meaning Words
 - Context Clues
 - Antonyms/Synonyms
- **Multiple Genres**
 - Genre Focus: Informational Text
 - Narrative Nonfiction
 - Realistic Fiction
 - Persuasive Text
 - Informational Video
- **Comprehension**
 - **Use Metacognitive Skills**
 - Make and Confirm Predictions
 - Retell/Summarize
 - Ask and Answer Questions
 - Central Idea
 - **Literary Elements/Author’s Purpose and Craft**
 - Author’s Craft
 - Text Structure

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- Figurative Language
- Content-Area Words
- Media Techniques
- Text and Graphic Features
- Ideas and Support

● **Response to Text**

- Write a News Report, Presentation, Weather Report, Video Promo

Writing Workshop

● **Writing Process-** Argument

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

● **Writing Form**

- Persuasive Essay

● **Grammar- Conventions**

- Direct and Indirect Objects
- Conjunctions
- Complex Sentences

Amistad Activities:

- Communication: Module 1, Week 1, Lesson 2- “A High-Quality Inventor” pg. T49

Selected additional activities found in:

- The Amistad Commission’s Literacy Components for primary grades
- New Jersey Amistad Commission
- Welcome to Amistad

Additional Amistad Resources:

- <https://nj.gov/education/amistad/resources/literacy.pdf>
- <https://www.nj.gov/education/amistad/>
- <http://www.njamistadcurriculum.net/>

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District/School Supplementary Resources		
<p>Tween Tribune: https://www.tweentribune.com/ newsela: https://newsela. Dogo News: https://www.dogonews.com/ ABCya: https://www.abcya.com Family Learning/Sight Word Games: http://www.familylearning.org.uk/sight_word_games.html</p> <p>FunEnglishGames.com: http://www.funenglishgames.com/ Quill: https://www.quill.org/ Brainpop: https://brainpop.com Actively Learn: https://www.act Read Works: https://www.readworks.org/ Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ Freckle: https://www.freckle.com/ela</p>		
District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> ● Module 1: Informational Text Expository Essay ● Module 2: Narrative Story ● Module 3: Argument Persuasive Essay <p>District Requirement: Complete one process piece for Unit/MP 1 for district writing portfolio. State Requirement: Complete at least one piece of narrative writing and routine writing</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● Response to Text ● Inquiry & Research Projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts ● Literacy Centers <ul style="list-style-type: none"> ○ Listening and Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry and Research Projects
Instructional Best Practices and Exemplars		
<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Homework and practice ● Nonlinguistic representations ● Cooperative learning ● Setting objectives and providing feedback ● Generating and testing hypotheses ● Cues, questions, and advance organizers ● Manage response rates ● Use data to drive instruction 		<p style="text-align: center;">Exemplars</p> <ul style="list-style-type: none"> ● https://www.readingrockets.org/strategies#skill1042 ● http://www.readwritethink.org ● https://www.noredink.com/ ● https://eleducation.org/

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback

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|--|---|
| <ul style="list-style-type: none"> ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment |
|--|---|

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

<ul style="list-style-type: none"> ○ Small group instruction ○ Audio books 	<ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion
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- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads | <ul style="list-style-type: none"> ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction |
|---|---|

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

WIDA Can Do Descriptors:
 Listening Speaking Reading Writing Oral Language

Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:

- Use of bilingual dictionaries
- Personal dictionary
- Word wall
- Manipulatives
- Pictures, photographs
- Modeling and guided practice
- Sentence starters

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Require critical and creative thinking activities with emphasis on research and in-depth study
- Provide Enrichment Activities/Project-Based Learning/ Independent Study

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- Response frames
- Adapted text/ Leveled Readers
- Repeated reading
- Graphic organizers
- Background knowledge experience
- Vocabulary (cognates) exposure
- Fluency strategies
- Targeted phonics practice
- Additional SIOP Strategies as described in the following book:
 - *Making Content Comprehensible for English Language Learners: The SIOP Model*
 - *99 Activities for Teaching English Language Arts to English Language Learners*

Additional strategies may be located at the following links:

- [Gifted Programming Standards](#)
- [Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy](#)
- [REVISED Bloom’s Taxonomy Action Verbs](#)

Interdisciplinary Connections

Science:

NJSLS 5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. (Module 1, Week 1, Week 2, and Week 3)

NJSLS 5-ESS2-1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact (Module3, Week1, Week 2, and Week 3)

Social Studies:

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. (Module 1, Week 1)

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Module 1, Week 1)

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems. (Module 1, Week 2)

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration. (Module 3, Week 2)

Arts:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. (Module 2, Week 1)

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. (Module 2, Week 2)

Integration of Computer Science and Design Thinking NJSLS 8

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Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Unit 2 Grade 5

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme
		RI.5.2: <ul style="list-style-type: none"> ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details

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	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.	<ul style="list-style-type: none"> ● Identify the relationships or interactions between people, places and ideas in text ● Explain the relationship to analyze 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.	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader
	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.	<ul style="list-style-type: none"> ● Find the similarities and differences in the structure of two or more texts ● Determine the impact of the structure on text meaning
	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>RI.5.6:</p> <ul style="list-style-type: none"> ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
	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.	<ul style="list-style-type: none"> ● Read texts closely to determine the main ideas and important details ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems
	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).	<ul style="list-style-type: none"> ● Identify the points or claims an author makes in a text ● Identify reasons and evidence for those points or claims made ● Prove each point with evidence from the text ● Explain how an author uses proof to support a point in the text

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	<p>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.</p>	<ul style="list-style-type: none"> ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.5.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills	
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.E. Provide a conclusion related to the information or explanation presented.</p>		<ul style="list-style-type: none"> ● Organize ideas using various strategies ● Introduce a topic clearly ● Compose a clear thesis statement ● Provide a general observation and focus ● Group related information logically ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information ● Use transitional words, phrases, and clauses ● Select specific language and vocabulary to convey ideas and information ● Write a conclusion that is related to the information or explanation

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<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skills
<p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<ul style="list-style-type: none"> ● Locate information from print and digital sources ● Integrate information from personal experiences ● Include a list of sources used ● Take notes on information gathered from the sources to support the topic ● Synthesize information to avoid plagiarism ● Organize information into categories
<p>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.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking

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<p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</p>
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
<p>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.</p>	<ul style="list-style-type: none"> ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> ● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences ● Identify the tense of verbs describe time, sequences, states, and conditions in reading ● Convey various times, sequences, states, and conditions using verb tenses in writing
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address ● Identify introductory words and phrases ● Separate an introductory element from the rest of the sentence by using commas ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, or listening.</p> <p>L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<ul style="list-style-type: none"> ● Identify sentences in writing that need revision ● Revise writing by expanding, combining, and reducing sentences ● Determine similarities and differences in the presentation of English used in stories

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<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none"> ● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing contrast, addition, or other relationships ● Choose the most accurate word when discussing a particular topic ● Use knowledge of conjunctions to broaden vocabulary
<p>WIDA English Language Development Standard 1</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting</p>
<p>WIDA English Language Development Standard 2</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p>WIDA English Language Development Standard 3</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Math</p>
<p>WIDA English Language Development Standard 4</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>
<p>WIDA English Language Development Standard 5</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>

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Unit 2 Grade 5

Unit 2 Grade 5	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> ● Class discussions ● Student participation ● Teacher observation ● Self-assessment ● Verbalization ● Anecdotal notes ● Weekly Assessments ● Selection and Leveled Reader Quizzes ● Intervention Assessments 	<ul style="list-style-type: none"> ● Know it and Show it ● Graphic organizers ● Learning stations ● Think-pair-share ● Scoring rubric ● Strategic Questioning ● Student conferences ● Correct and Redirect ● Performance-Based Assessments
	<p>Diagnostic Assessments:</p> <ul style="list-style-type: none"> ● Reading Horizons (MP 1,2,4) ● Aims Web (MP 1,2,4) ● HMH Growth Measure (MP 1,3,4) ● Link-It (MP 1,2,4) ● Guided Reading Benchmark Assessment Kit <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Guided Reading Benchmark Assessment Kit ● Module Assessments <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Inquiry and Research Projects ● Hands-on activities ● Presentations
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Settlers’ varied experiences can be found in informational text and connect to the lives of students. (Module 4) 2. There are many ways to protect the future of the world around us and how to care for the environment. (Module 5) 3. Through the various elements of literatures, students will learn about the different forms of Art. (Module 6) 	<ol style="list-style-type: none"> 1. What character traits were needed in people who settled the West? 2. How can caring for the Earth and its living things improve life now and in the future? 3. How do different Art forms impact people in different ways?
District/School Texts and Resources	Aligned Skills and Activities
<p><i>The following texts and resources are utilized in Unit 2</i></p> <p>Module 4: Wild West Houghton Mifflin Harcourt Into Reading Print/Online Resources</p>	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 4: Wild West Learning Mindset: Grit</p>

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- Teacher’s Guide (TG vol. 2) pp. T191-T380
- Week at a Glance
 - Week 1: TG pp. T211-T269
 - Week 2: TG pp. T271-T325
 - Week 3: TG pp. T327-T380
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 4:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Diversity, Equity & Inclusion Educational Resources
<https://www.nj.gov/education/standards/dei/>

Build Knowledge and Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Word: native, epic, midland, victory
- **Multimedia**
 - Active Listening and Viewing
 - Get Curious Video: Life in the Wild West

Foundational Skills

- **Decoding**
 - VCV Syllable Division Pattern
 - VCCCV Syllable Division Pattern
 - VV Syllable Division Pattern
- **Spelling**
 - Words with VCV, VCCCV and VV
 - Syllable Division Pattern
- **Fluency**
 - Intonation
 - Accuracy and Self- Correction
 - Expression

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**
 - **Critical and Instructional Vocabulary**
 - **Generative Vocabulary**
 - Prefixes mid-, trans, mis-/mal-
 - Suffixes -al, -ic, -ous/-ious, -able/-ible
 - **Vocabulary Strategies**
 - Homophones/Homographs
- **Multiple Genres**
 - **Genre Focus: Informational Text**

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	<ul style="list-style-type: none">➤ Informational Text➤ Magazine Article➤ Media: Video➤ Historical Fiction● Comprehension<ul style="list-style-type: none">○ Use Metacognitive Skills<ul style="list-style-type: none">➤ Synthesize➤ Monitor and Clarify➤ Visualize○ Literary Elements/Author’s Purpose and Craft<ul style="list-style-type: none">➤ Central Idea➤ Text Structure➤ Author’s Craft➤ Media Techniques➤ Literary Elements➤ Point of View➤ Varieties of English● Response to Text<ul style="list-style-type: none">○ Write a Journal Entry, Television Pitch, Interview Script● Performance Task<ul style="list-style-type: none">○ Write an Informational Article● Communication<ul style="list-style-type: none">○ Speaking and Listening: Oral Instructions○ Media Literacy: Interpret/Analyze Media○ Speaking and Listening: Use Formal and Informal LanguageWriting Workshop<ul style="list-style-type: none">● Writing Process-Argument<ul style="list-style-type: none">○ Plan and Generate Ideas○ Organize○ Draft○ Revise and Edit○ Publish and Present● Writing Form<ul style="list-style-type: none">○ Letter
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Module 5: Project Earth

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher’s Guide (TG vol. 3) pp. T1-T190
- Week at a Glance
 - Week 1: TG pp. T1-T79
 - Week 2: TG pp. T81-T135
 - Week 3: TG pp. T137-T190
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 5:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

● **Grammar-Conventions**

- Direct Quotations and Interjections
- Subject and Object Pronouns
- Verb Tenses

Module 5: Project Earth

Learning Mindset: Setting Goals

Build Knowledge and Language

● **Access Prior Knowledge/Build Background**

● **Vocabulary**

- Big Idea Words: contaminate, benevolent, imperil, endangered

● **Multimedia**

- Active Listening and Viewing
 - Get Curious Video: Planet Home

Foundational Skills

● **Decoding**

- Find Stable Syllables: -al,-el, -le, -il
- Recognize Root Words
- Recognize Root Words with Spelling Changes

● **Spelling**

- Spelling Words with Final Schwa +/l/ Sounds
- Adding -ed and -ing

● **Fluency**

- Phrasing
- Intonation
- Reading Rate

Reading Workshop & Vocabulary

● **Vocabulary**

- **Academic Vocabulary**
- **Critical and Instructional Vocabulary**
- **Generative Vocabulary**
 - Latin Roots: dict, spect, bene

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- Suffixes -ive, -ure
- **Vocabulary Strategies**
 - Analogies
 - Homophones/Homographs
- **Multiple Genres**
 - **Genre Focus: Persuasive Text**
 - Informational Text
 - Play
 - Realistic Fiction
 - Narrative Nonfiction/Editorial
- **Comprehension**
 - **Use Metacognitive Skills**
 - Synthesize
 - Monitor and Clarify
 - **Literary Elements/Author's Purpose and Craft**
 - Author's Purpose
 - Ideas and Support
 - Author's Craft
 - Elements of Drama
 - Literary Elements
 - Figurative Language
 - Text Structure
- **Response to Text**
 - Write an Advertising Script, New Scene, Letter, Web Site Summary
- **Performance Task**
 - Write an Opinion Essay
- **Communication**
 - Speaking and Listening: Summarizing and Paraphrasing
 - Speaking and Listening: Work Collaboratively
 - Research: Take Notes
- Writing Workshop**
 - **Writing Process-Argument**
 - Plan and Generate Ideas

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Module 6: Art for Everyone

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher’s Guide (TG) pp. T191-T380
- Week at a Glance
 - Week 1: TG pp. T211-T269
 - Week 2: TG pp. T271-T325
 - Week 3: TG pp. T327-T380
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 6:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)

- Organize
- Draft
- Revise and Edit
- Publish and Present

● **Writing Form**

- Editorial

● **Grammar-Conventions**

- Regular and Irregular Verbs
- Commas and Semicolons
- Transitions

Module 6: Art for Everyone

Learning Mindset: Belonging

Build Knowledge and Language

● **Access Prior Knowledge/Build Background**

● **Vocabulary**

- Big Idea Word: classic, tribute, striking, provoking

● **Multimedia**

- Active Listening and Viewing
 - Get Curious Video: The World Around Us

Foundational Skills

● **Decoding**

- Recognizing Root Words with Spelling Changes
- Words with Suffixes-ful, -ly, -ness, -less
- Words from Other Languages

● **Spelling**

- Changing final y to i
- Words with suffixes -ful, -ly, -ness, -less
- Words from other Languages

● **Fluency**

- Accuracy and Self Correction
- Phrasing
- Expression

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- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**
 - **Critical and Instructional Vocabulary**
 - **Generative Vocabulary**
 - Latin Roots: struct, port, duc, duct
 - Prefixes de-, super-, micro-
 - Suffixes -ion, , -ism, -ant, /-ent
 - **Vocabulary Strategies**
 - Reference Materials
 - Context Clues
 - Analogies
- **Multiple Genres**
 - **Genre Focus: Biography**
 - Informational Text
 - Procedural Text
 - Realistic Fiction
 - Fictionalized Biography
- **Comprehension**
 - Use Metacognitive Skills
 - Make Inferences
 - Visualize
 - Ask and Answer Questions
 - Literary Elements/Author’s Purpose and Craft
 - Author’s Craft
 - Central Idea
 - Text Structure
 - Point of View
 - Theme
 - Figurative Language
- **Response to Text**
 - Write an Editorial, Review, Speech, Scene
- **Performance Task**

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- Biographical Sketch
- **Communication**
 - Research: Organize Information
 - Speaking and Listening: Oral Instructions
 - Media Literacy: Create a Multimedia Presentation

Writing Workshop

- **Writing Process-Narrative**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Writing Form**
 - Personal Narrative
- **Grammar-Conventions**
 - Adjectives
 - Adverbs
 - Prepositions and Prepositional Phrases

Holocaust Activities:

- Lesson Texts; Module 4, week 2
- activities found in *The Amistad Commission’s Literacy Components for Primary Grades* (NJDOE)
- activities found in *Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL* (NJDOE)

Additional Holocaust Resources:

- <https://www.nj.gov/education/holocaust/911/additional/K5.pdf>
- <https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>

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District/School Supplementary Resources		
<p>Tween Tribune: https://www.tweentribune.com/ newsela: https://newsela. Dogo News: https://www.dogonews.com/ ABCya: https://www.abcya.com Family Learning/Sight Word Games: http://www.familylearning.org.uk/sight_word_games.html</p> <p>FunEnglishGames.com: http://www.funenglishgames.com/ Quill: https://www.quill.org/ Brainpop: https://brainpop.com Actively Learn: https://www.act Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ Read Works: https://www.readworks.org/ Freckle: https://www.freckle.com/ela</p>		
District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> ● Module 4: Informational Text Letter ● Module 5: Argument Editorial ● Module 6: Narrative Personal Narrative <p>District Requirement: Complete one process piece for Unit/MP 2 for district writing portfolio.</p> <p>State Requirement: Complete at least one piece of argument, narrative and routine writing.</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● Response to Text ● Inquiry & Research Projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts ● Literacy Centers <ul style="list-style-type: none"> ○ Listening and Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry and Research Projects
Instructional Best Practices and Exemplars		
<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Homework and practice ● Nonlinguistic representations ● Cooperative learning ● Setting objectives and providing feedback ● Generating and testing hypotheses ● Cues, questions, and advance organizers ● Manage response rates ● Use data to drive instruction 		<p style="text-align: center;">Exemplars</p> <ul style="list-style-type: none"> ● https://www.readingrockets.org/strategies#skill1042 ● http://www.readwritethink.org/ ● https://www.noredink.com ● https://eleducation.org

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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

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

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts/Vocabulary Readers
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Scaffolding strategies
- Shortened assignments
- Extend time as needed
- Read directions aloud
- Repeat, rephrase and clarify directions
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success
- Modify testing format
- Provide alternative assessment

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Modifications for At Risk Student

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of technology i.e. Chromebooks and iPads
- Emphasize/highlight key concepts
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizers
- Sentence Starters
- Targeted phonics practice
- Targeted Phonological Awareness Instruction

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

WIDA Can Do Descriptors:

Listening
 Speaking
 Reading
 Writing
 Oral Language

Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:

- Use of bilingual dictionaries
- Personal dictionary
- Word wall
- Manipulatives
- Pictures, photographs
- Modeling and guided practice
- Sentence starters
- Response frames
- Adapted text/ Leveled Readers

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Require critical and creative thinking activities with emphasis on research and in-depth study
- Provide Enrichment Activities/Project-Based Learning/ Independent Study

Additional strategies may be located at the following links:

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<ul style="list-style-type: none"> ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs
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Interdisciplinary Connections

Math:
NJSLS 5-MD.A.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (Module 4, Week 2)

Science:
NJSLS 5-ESS3.1: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (Module 5, Week 1)

Social Studies:
6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good). (Module 4, Week 1)
6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). (Module 4, Week 1)
6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies. (Module 4, Week 1)
6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. (Module 4, Week 2)

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6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. (Module 4, Week 2)

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States. (Module 4, Week 2)

6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey. (Module 4, Week 2)

Arts:

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. (Module 6, Week 1)

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. (Module 6, Week 1)

1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics. (Module 6, Week 2)

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements. (Module 6, Week 2)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

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Unit 3 Grade 5		
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills	
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme
		RI.5.2: <ul style="list-style-type: none"> ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).		RL.5.3: <ul style="list-style-type: none"> ● Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts ● Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes		<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem		RL.5.5: <ul style="list-style-type: none"> ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text

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<p>RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RL.5.6:</p> <ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Explain how the point of view impacts the events in the text
<p>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).</p>		<ul style="list-style-type: none"> ● Synthesize information from multiple sources ● Use media efficiently to answer questions and to solve problems
<p>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.</p>		<ul style="list-style-type: none"> ● Find similarities and differences in themes and topics when reading stories of the same genre ● Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge) ● Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding. RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 3 Writing Standards</p>		<p>Unit 3 Writing Critical Knowledge and Skills</p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>		<ul style="list-style-type: none"> ● Compose a story hook to engage the reader ● Establish the story’s background or situation ● Introduce a narrator and/or characters ● Purposefully arrange events to make the story flow ● Use dialogue and description to develop experiences and events ● Show the responses of characters to situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events

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<p>W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skills
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>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.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 3 Speaking and Listening Standards</p>	<p>Unit 3 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> ● 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

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<p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
<p>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.</p>	<ul style="list-style-type: none"> ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
<p>Unit 3 Language Standards</p>	<p>Unit 3 Language Critical Knowledge and Skills</p>
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.D. Recognize and correct inappropriate shifts in verb tense.*</p>	<ul style="list-style-type: none"> ● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences ● Identify the tense of verbs ● Identify and correct inappropriate shifts in verb tense in writing
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Outline comma rules for setting off the words yes and no, tag questions, and direct address ● Apply comma rules to set off the words yes and no in sentences ● Apply comma rules to set off a tag question from the rest of the sentence ● Apply comma rules to indicate direct address ● Indicate a title by using the proper punctuation for the text ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling

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<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5.A. Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<ul style="list-style-type: none"> ● Identify similes and metaphors in text ● Infer the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning ● Identify and explain the difference in meanings in related words, like homographs
<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<ul style="list-style-type: none"> ● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing contrast, addition, or other relationships ● Choose the most accurate word when discussing a particular topic ● Use knowledge of conjunctions to broaden vocabulary
<p>WIDA English Language Development Standard 1</p>	<p>English language learners communicate for Social and Instructional purposes within the school setting</p>
<p>WIDA English Language Development Standard 2</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p>WIDA English Language Development Standard 4</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>
<p>WIDA English Language Development Standard 5</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</p>

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Unit 3 Grade 5

Unit 3 Grade 5	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> ● Class discussions ● Student participation ● Teacher observation ● Self-assessment ● Verbalization ● Anecdotal notes ● Weekly Assessments ● Selection and Leveled Reader Quizzes ● Intervention Assessments 	<ul style="list-style-type: none"> ● Know it and Show it ● Graphic organizers ● Learning stations ● Think-pair-share ● Scoring rubric ● Strategic Questioning ● Student conferences ● Correct and Redirect ● Performance-Based assessments
	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> ● Reading Horizons (MP 1,2,4) ● Aims Web (MP 1,2,4) ● HMH Growth Measure (MP 1,3,4) ● Link-It (MP 1,2,4) ● Guided Reading Benchmark Assessment Kit <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Guided Reading Benchmark Assessment Kit ● Module Assessments <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Inquiry and Research Projects ● Hands-on activities ● Presentations
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. The role of curiosity will be explored through exciting land, sea, and space discoveries while connecting information to life experiences. (Module 7) 2. Moving to a new country and learning to feel at home can bring life changing experiences. (Module 8) 3. There are many methods that people use to try to solve different types of mysteries. (Module 9) 	<ol style="list-style-type: none"> 1. What role does curiosity play in exploration? 2. How do people adapt to new experiences and make a new place home? 3. What makes something mysterious, and what makes people want to mysteries?

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District/School Texts and Resources	Aligned Skills and Activities
<p><i>The following texts and resources are utilized in Unit 3.</i></p> <p>Module 7: Above , Below and Beyond Houghton Mifflin Harcourt Into Reading Print/Online Resources</p> <ul style="list-style-type: none"> ● Teacher’s Guide (TG) pp. T1-T190 ● Week at a Glance ○ Week 1: TG pp. T21-T79 ○ Week 2: TG pp. T81-T135 ○ Week 3: TG pp. T137-T190 ● Ed Your Friend in Learning: https://www.hmhco.com/one/login/ <p>Resources for Module 7:</p> <ul style="list-style-type: none"> ● Ed Your Friend in Learning (Ed Online) - Access to all online resources ● Teacher’s Guides ● Writer’s Workshop Teacher’s Guide ● Teacher Resource Book ● Teaching Pal (teacher text) ● myBook (student text) ● Foundational Skills and Word Study Studio (online resource) ● Vocabulary Cards ● Anchor Charts ● Display and Engage Organizers (online resource) ● Get Curious Videos (online resource) ● Rigby Readers with matching Take and Teach Lessons ● Tabletop Minilessons ● Printables ● Know It, Show It (printable) ● Focal Texts (Writer’s Workshop) ● Writers Notebook ● Diversity, Equity & Inclusion Educational Resources <p>https://www.nj.gov/education/standards/dei/</p>	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 7: Above, Below and Beyond Learning Mindset: Questioning</p> <p>Build Knowledge and Language</p> <ul style="list-style-type: none"> ● Access Prior Knowledge/Build Background ● Vocabulary <ul style="list-style-type: none"> ○ Big Idea Word: expedition, incredible, progress, chronology ● Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing <ul style="list-style-type: none"> ➤ Get Curious Video: A Hero’s Journey <p>Foundational Skills</p> <ul style="list-style-type: none"> ● Decoding <ul style="list-style-type: none"> ○ Find Stable Syllables: -al,-el, -le, -il ○ Recognize Root Words ○ Recognize Root Words with Spelling Changes ● Spelling <ul style="list-style-type: none"> ○ Spelling Words with Final Schwa +/l/ Sounds ○ Adding -ed and -ing ● Fluency <ul style="list-style-type: none"> ○ Phrasing ○ Intonation ○ Reading Rate <p>Reading Workshop & Vocabulary</p> <ul style="list-style-type: none"> ● Vocabulary <ul style="list-style-type: none"> ○ Academic Vocabulary ○ Critical and Instructional Vocabulary ○ Generative Vocabulary <ul style="list-style-type: none"> ➤ Latin Roots: tract, chrono, gress, ped, dent, terr ➤ Suffixes: mega, sub, pro, anti ○ Vocabulary Strategies

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- Context Clues
 - Reference Materials
 - **Multiple Genres**
 - **Genre Focus: Autobiography**
 - Persuasive Text
 - Informational Text
 - Interview
 - Science Fiction
 - Narrative Nonfiction
 - **Comprehension**
 - **Use Metacognitive Skills**
 - Make and Confirm Predictions
 - Make Inferences
 - Ask and Answer Question
 - **Literary Elements/Author's Purpose and Craft**
 - Ideas and Support
 - Text Structure
 - Text and Graphic Features
 - Content Area Words
 - Elements
 - Figurative Language
 - **Response to Text**
 - Write an Advertising Script, New Scene, Letter, Web Site Summary
 - **Performance Task**
 - Write an Opinion Essay
 - **Communication**
 - Speaking and Listening: Summarizing and Paraphrasing
 - Speaking and Listening: Work Collaboratively
 - Research: Take Notes
- Writing Workshop
- **Writing Process-Argument**
 - Plan and Generate Ideas

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Module 8: A New Home

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher’s Guide (TG) pp. T191-T380
- Week at a Glance
 - Week 1: TG pp. T211-T269
 - Week 2: TG pp. T271-T325
 - Week 3: TG pp. T327-T380
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 8:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)

- Organize
- Draft
- Revise and Edit
- Publish and Present

● **Writing Form**

- Editorial

● **Grammar-Conventions**

- Regular and Irregular Verbs
- Commas and Semicolons
- Transition

Module 8: A New Home

Learning Mindset: Growth Mindset

Build Knowledge and Language

● **Access Prior Knowledge/Build Background**

● **Vocabulary**

- Big Idea Words: nomadic, voice, monologue, temporary

● **Multimedia**

- Active Listening and Viewing
 - Get Curious Video: A New Kid in Town

Foundational Skills

● **Decoding**

- Homophones/Homographs
- Prefixes: in, un, dis, mis
- Final Stable Syllables-tion, -sion

● **Spelling**

- Homophones
- Words with Prefixes: in, un, dis, mis
- Adding prefixes: ion, ian

● **Fluency**

- Phrasing
- Intonation
- Expression

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- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**
 - **Critical and Instructional Vocabulary**
 - **Generative Vocabulary**
 - Prefixes: uni-, mono-, bi-, tri-, semi-
 - Latin Roots: scrib/script, voc, ject
 - **Vocabulary Strategies**
 - Context Clues
- **Multiple Genres**
 - **Genre Focus: Poetry**
 - Informational Text/ Guide
 - Informational Text/Magazine
 - Realistic Fiction
- **Comprehension**
 - **Use Metacognitive Skills**
 - Visual
 - Make Inferences
 - Ask and Answer Questions
 - **Literary Elements/Author’s Purpose and Craft**
 - Theme
 - Elements of Poetry
 - Author’s Craft
 - Literary Elements
 - Text and Graphic Features
- **Response to Text**
 - Write a Poem, Next Scene, retelling, journal entry
- **Performance Task**
 - Write a Narrative Poem
- **Communication**
 - Speaking and Listening: Work Collaboratively
 - Research: Cite Sources

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- Speaking and Listening: Giving a Presentation

Writing Workshop

- **Writing Process-Poetry**
 - Prepare to Write
 - Gather Sources
 - Draft
 - Paraphrasing vs. Plagiarizing
 - Peer Conferencing
- **Writing Form**
 - Lyric Poem
- **Grammar-Conventions**
 - Perfect Tense
 - Easily Confused Verbs
 - Making comparisons

Module 9: Unexpected, Unexplained
Learning Mindset: Problem Solving

Build Knowledge and Language

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words: Suspense, falsify, factor, effect
- **Multimedia**
 - Active Listening and Viewing
 - Get Curious Video: Unexpected, Unexplained

Foundational Skills

- **Decoding**
 - Prefixes: com, con, pre, pro
 - Suffixes: -ant, -ent, -able, -ible, -ism, -ist
 - Greek Word Roots
- **Spelling**
 - Spelling Words with Prefixes com-, con-, pre-, pro-
 - Adding the Suffixes -ant, -ent-able, -ible, -ism, -ist

Module 9: Unexpected, Unexplained

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher's Guide (TG) pp. T1-T190
- Week at a Glance
 - Week 1: TG pp. T21-T79
 - Week 2: TG pp. T81-T135
 - Week 3: TG pp. T137-T190
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 9:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher's Guides
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (teacher text)

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- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Words with Greek Roots
- **Fluency**
 - Expression
 - Accuracy and Self- Correction
 - Intonation

[Reading Workshop & Vocabulary](#)

- **Vocabulary**
 - **Academic Vocabulary**
 - **Critical and Instructional Vocabulary**
 - **Generative Vocabulary**
 - Latin Roots: fac, fec, fy
 - Suffixes: -y, -ion, -ic, -ous/-ious, -less, -al, -ant, -ment
 - **Vocabulary Strategies**
 - Multiple Meaning Words
 - Context Clues
 - Homophones/Homographs
- **Multiple Genres**
 - **Genre Focus: Mystery**
 - Informational Text
 - Informational Video
 - Magazine Article
- **Comprehension**
 - Use Metacognitive Skills
 - Make and Confirm Predictions
 - Make Inferences
 - Idea and Support
 - **Literary Elements/Author’s Purpose and Craft**
 - Author’s Purpose
 - Literary Elements
 - Figurative Language
 - Media Techniques
 - Text and Graphic Features

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➤ Author’s Craft

➤ Point of View

● **Response to Text**

- Write a Letter, an Online Comment, video review, next scene

● **Performance Task**

- Persuasive Speech

● **Communication**

- Speaking and Listening: Engage in Discussion
- Speaking and Listening: Oral Instructions
- Media Literacy: Interpret/Analyze Media

Writing Workshop

● **Writing Process-** Narrative

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

● **Writing Form**

- Imaginative Story

● **Grammar- Conventions**

- Contractions
- Possessive Nouns
- Commas in Sentences

Holocaust Activities: Elisa’s Diary (Module 8, Week 2)

- activities found in *The Amistad Commission’s Literacy Components for Primary Grades* (NJDOE)
- activities found in *Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL* (NJDOE)

Additional Holocaust Resources:

- <https://www.nj.gov/education/holocaust/911/additional/K5.pdf>
- <https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>

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District/School Supplementary Resources		
<p>Tween Tribune: https://www.tweentribune.com/ newsela: https://newsela. Dogo News: https://www.dogonews.com/ ABCya: https://www.abcya.com Family Learning/Sight Word Games: http://www.familylearning.org.uk/sight_word_games.html</p> <p>FunEnglishGames.com: http://www.funenglishgames.com/ Quill: https://www.quill.org/ Brainpop: https://brainpop.com Actively Learn: https://www.act Read Works: https://www.readworks.org/ Freckle: https://www.freckle.com/ela Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>		
District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> ● Module 7: Informational Text Research Report ● Module 8: Poetry Lyric Poem ● Module 9: Narrative Imaginative Story Literary Analysis <p>District Requirement: Complete one process piece for Unit/MP 3 for district writing portfolio.</p> <p>State Requirement: Complete at least one piece of each highlighted writing.</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● Response to Text ● Inquiry & Research Projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts ● Literacy Centers <ul style="list-style-type: none"> ○ Listening and Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry and Research Projects
Instructional Best Practices and Exemplars		
<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Homework and practice ● Nonlinguistic representations ● Cooperative learning ● Setting objectives and providing feedback ● Generating and testing hypotheses ● Cues, questions, and advance organizers ● Manage response rates ● Use data to drive instruction 		<p style="text-align: center;">Exemplars</p> <ul style="list-style-type: none"> ● https://www.readingrockets.org/strategies#skill1042 ● http://www.readwritethink.org/ ● https://www.noredink.com/ ● https://eleducation.org

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules

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<ul style="list-style-type: none"> ○ Targeted Phonological Awareness Instruction ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions 	<ul style="list-style-type: none"> ○ Provide frequent feedback ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment
Modifications for At Risk Students	
<p>Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:</p>	
<ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads 	<ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction
English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: ■ Listening ■ Speaking ■ Reading ■ Writing ■ Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study

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<ul style="list-style-type: none"> ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<ul style="list-style-type: none"> ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs
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Interdisciplinary Connections

Science:
NJSLS 5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. (Module 7, Week 2)
NJSLS 3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. (Module 7, Week 3)

Social Studies:
NJSLS 6.1.5.EconGE.4: Compare and contrast how the availability of resources affects people across the world differently. (Module 8, Week 3)
NJSLS 6.1.5.CivicsPI.9: Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws. (Module 8, Week 3)
NJSLS 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. (Module 8, Week 3)
NJSLS 6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.. (Module 8, Week 1)

Arts:
NJSLS 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. (Module 8, Week 1)

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Integration of Computer Science and Design Thinking NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Unit 4 Grade 5

Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RL.5.2: <ul style="list-style-type: none"> ● Identify the key details in a text ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Identify the theme of the text ● Determine central message or theme RI.5.2: <ul style="list-style-type: none"> ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details
RL.5.4. Determine the meaning of words and phrases as they are used in a	RI.5.4. Determine the meaning of general academic and domain-specific	<ul style="list-style-type: none"> ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)

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text, including figurative language such as metaphors and similes	words and phrases in a text relevant to a grade 5 topic or subject area.	<ul style="list-style-type: none"> ● Identify metaphors and similes ● Analyze similes and metaphors in text and how it impacts the reader
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RL.5.5: <ul style="list-style-type: none"> ● Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc) ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text
		RI.5.5: <ul style="list-style-type: none"> ● Find the similarities and differences in the structure of two or more texts ● Determine the impact of the structure on text meaning
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RL.5.6: <ul style="list-style-type: none"> ● Identify the narrator's point of view ● Explain how the point of view impacts the events in the text
		RI.5.6: <ul style="list-style-type: none"> ● Discuss the similarities and differences unique to the various perspectives presented in text ● Give descriptions about how the information is presented for each perspective
	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.5.9: <ul style="list-style-type: none"> ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
*RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	*RI.5.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<ul style="list-style-type: none"> ● Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year ● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts ● Read texts with scaffolding as needed
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. RF.5.4.A. Read grade-level text with purpose and understanding.		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud

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<p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2.C. Link ideas within paragraphs or sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Organize ideas using various strategies ● Introduce a topic clearly ● Compose a clear thesis statement ● Provide a general observation and focus ● Group related information logically ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information ● Use transitional words, phrases, and clauses ● Select specific language and vocabulary to convey ideas and information ● Write a conclusion related to the information or explanation
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> ● Use digital tools to collaborate on written works ● Ask for guidance when appropriate ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate keyboarding skills
<p>W.5.7. (Choice) Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information from multiple sources to support a topic ● Select relevant information from texts to support main ideas or claims

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	<ul style="list-style-type: none"> ● Group like ideas to organize writing
W.5.8. (Choice) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> ● Locate information from print and digital sources ● Integrate information from personal experiences ● Include a list of sources used ● Take notes on information gathered from the sources to support the topic ● Synthesize information to avoid plagiarism ● Organize information into categories
W.5.9. (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> ● Use reading literary and informational text to research and investigate topics ● Write a thesis statement ● Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on the choices made while writing ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> ● Identify main ideas and themes of a presentation ● Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks.

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Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1.E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<ul style="list-style-type: none"> ● Define conjunctions, prepositions, and interjections ● Identify conjunctions, prepositions, and interjections in sentences ● Explain the purpose of conjunctions, prepositions, and interjections in sentences ● Define correlative conjunctions and explain the purpose ● Use correlative conjunctions appropriately when writing or speaking
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Indicate a title by using the proper punctuation for the text ● Explain the different types of punctuation used to indicate title and why ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> ● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing contrast, addition, or other relationships ● Choose the most accurate word when discussing a particular topic ● Use knowledge of conjunctions to broaden vocabulary
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

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Unit 4 Grade 5	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> ● Class discussions ● Student participation ● Teacher observation ● Self-assessment ● Verbalization ● Anecdotal notes ● Weekly Assessments ● Selection and Leveled Reader Quizzes ● Intervention Assessments 	<ul style="list-style-type: none"> ● Know it and Show it ● Graphic organizers ● Learning stations ● Think-pair-share ● Scoring rubric ● Strategic Questioning ● Student conferences ● Correct and Redirect ● Performance-Based Assessments <p>Diagnostic Assessments</p> <ul style="list-style-type: none"> ● Reading Horizons (MP 1,2,4) ● Aims Web (MP 1,2,4) ● HMH Growth Measure (MP 1,3,4) ● Link-It (MP 1,2,4) ● Guided Reading Benchmark Assessment Kit <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Guided Reading Benchmark Assessment Kit ● Module Assessments <p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Inquiry and Research Projects ● Hands-on activities ● Presentations

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Enduring Understandings	Essential Questions
<p>1. Animals demonstrate amazing characteristics and abilities in their everyday lives. (Module 10)</p> <p>2. Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including informational text, narrative nonfiction, and persuasive text can enhance our understanding and learning of new facts and information. (Module 11)</p> <p>3. Reading non-fiction is different from reading other genres. Knowing the characteristics of non-fiction including realistic fiction, plays and mysteries can enhance our understanding and learning of new facts and information. (Module 12)</p>	<p>1. What can we learn about ourselves by observing and interacting with animals?</p> <p>2. Genre Study: Nonfiction</p> <ul style="list-style-type: none"> ● What are the characteristics of informational text? (week 1) ● What are the characteristics of narrative nonfiction? (week 2) ● What are the characteristics of persuasive text? (week 3) <p>3. Genre Study: Fiction</p> <ul style="list-style-type: none"> ● What are the characteristics of realistic fiction? (week 1) ● What are the characteristics of plays? (week 2) ● What are the characteristics of mysteries? (week 3)
District/School Texts and Resources	Aligned Skills and Activities
<p><i>The following texts and resources are utilized in Unit 4.</i></p> <p>Module 10: The Lives of Animals Houghton Mifflin Harcourt Into Reading Print/Online Resources</p> <ul style="list-style-type: none"> ● Teacher’s Guide (TG) pp. T191-T380 ● Week at a Glance <ul style="list-style-type: none"> ○ Week 1: TG pp. T211-T269 ○ Week 2: TG pp. T271-T325 ○ Week 3: TG pp. T327-T380 ● Ed Your Friend in Learning: https://www.hmhco.com/one/login <p>Resources for Module 10:</p> <ul style="list-style-type: none"> ● Ed Your Friend in Learning (Ed Online) - Access to all online resources ● Teacher’s Guides ● Writer’s Workshop Teacher’s Guide ● Teacher Resource Book ● Teaching Pal (teacher text) ● myBook (student text) ● Foundational Skills and Word Study Studio (online resource) 	<p><i>Activities for the following skills are found in the corresponding texts and resources.</i></p> <p>Module 10: The Lives of Animals Learning Mindset: Noticing</p> <p><u>Build Knowledge and Language</u></p> <ul style="list-style-type: none"> ● Access Prior Knowledge/Build Background ● Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words: tension, antisocial, bond, relationship ● Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing <ul style="list-style-type: none"> ➤ Get Curious Video: The Lives of Animals <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> ● Decoding <ul style="list-style-type: none"> ○ Latin Word Roots ○ Suffixes: -ionm -ation ○ Final Stable Syllables with (inverted e)

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- Vocabulary Cards
 - Anchor Charts
 - Display and Engage Organizers (online resource)
 - Get Curious Videos (online resource)
 - Rigby Readers with matching Take and Teach Lessons
 - Tabletop Minilessons
 - Printables
 - Know It, Show It (printable)
 - Focal Texts (Writer’s Workshop)
 - Writers Notebook
-
- Diversity, Equity & Inclusion Educational Resources
<https://www.nj.gov/education/standards/dei/>

- **Spelling**
 - Words with Latin Roots
 - Adding the Suffixes -ion, -ation
 - Words with Final (inverted e)
- **Fluency**
 - Reading Rate
 - Intonation
 - Phrasing

Reading Workshop & Vocabulary

- **Vocabulary**
 - **Academic Vocabulary**
 - **Critical and Instructional Vocabulary**
 - **Generative Vocabulary**
 - Review prefixes
 - Review Greek and Latin roots
 - **Vocabulary Strategies**
 - Antonyms/Synonyms
- **Multiple Genres**
 - **Genre Focus: Informational Text**
 - Narrative Nonfiction
 - Fiction
 - Video
 - Informational Text
 - Poetry/Informational Text
- **Comprehension**
 - **Use Metacognitive Skills**
 - Synthesize
 - Monitor and Clarify
 - Visualize
 - **Literary Elements/Author’s Purpose and Craft**
 - Author’s Craft
 - Theme
 - Literary Elements
 - Media Techniques

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- Central Idea
- Text Structure
- Text and Graphic Features

- **Response to Text**

- Movie Summary
- Dialogue for a Movie Script
- Social Media Post
- Observations

- **Performance Task**

- Write an Informational Essay

- **Communication**

- Research: Plan and Gather Information
- Speaking and Listening: Give a Presentation
- Media Literacy: Create a Multimedia Presentation

Writing Workshop

- **Writing Process-Argument**

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

- **Writing Form**

- Letter to Editor

- **Grammar-Conventions**

- More Commas
- Other Punctuation
- Commonly Misspelled Words

Module 11: Genre Study: Nonfiction

Learning Mindset: Problem Solving

Foundational Skills

- **Decoding**

Module 11: Genre Study: Nonfiction

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher’s Guide (TG) pp. T1-T63
- Week at a Glance

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- Week 1: TG pp. T5-T23 (**Informational Text**)
- Week 2: TG pp. T25-T43 (**Narrative Nonfiction**)
- Week 3: TG pp. T45-T63 (**Persuasive Text**)
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 11:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Recognize Root Words with Spelling Changes
- Words from Other Languages
- Adding Suffixes

● **Spelling**

- Words with -ed or -ing
- Adding Suffixes
- More Words from Other Languages

● **Fluency**

- Accuracy and Self-Correction
- Expression
- Reading Rate

Reading Workshop

● **Genre Characteristics**

- Informational Text
- Narrative Nonfiction
- Persuasive Text
- Central Idea
- Text and Graphic Features
- Text Structure
- Theme
- Literary Elements
- Point of View
- Ideas and Support
- Author’s Craft
- Content-Area Words

Writing Workshop

- **Narrative Writing**
 - Realistic Story
- **Grammar Minilessons:**
 - Review Possessive Nouns, Verbs, Kinds of Sentences, Commas in Sentences, Compound Sentence

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Module 12: Genre Study: Fiction

Houghton Mifflin Harcourt Into Reading Print/Online Resources

- Teacher’s Guide (TG) pp. T66-T127
- Week at a Glance
 - Week 1: TG pp. T69-T87 (**Realistic Fiction**)
 - Week 2: TG pp. T89-T107 (**Play**)
 - Week 3: TG pp. T109-T127 (**Mystery**)
- Ed Your Friend in Learning: <https://www.hmhco.com/one/login/>

Resources for Module 12:

- Ed Your Friend in Learning (Ed Online) - Access to all online resources
- Teacher’s Guides
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (teacher text)
- myBook (student text)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (online resource)
- Get Curious Videos (online resource)
- Rigby Readers with matching Take and Teach Lessons
- Tabletop Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writers Notebook

- Review Common and Proper Nouns, Complete Sentences, Direct and Indirect Objects, Singular and Plural Nouns, Complex Sentences
- Review Conjunctions, Direct Quotations and Interjections, Verb Tenses, Regular and Irregular Verbs, Subject and Object Pronouns

Module 12: Genre Study: Fiction

Learning Mindset: Noticing

Foundational Skills

- **Decoding:**
 - Adding Suffixes -ent/-ence/-ency, -ant/-ance, -ancy
 - Recognizing Root Words with Spelling Changes
 - Multisyllabic Words
- **Spelling:**
 - Adding Suffixes -ent/-ence/-ency, -ant/-ance, -ancy
 - Spelling-Sound Patterns, Spelling Meaning Patterns
 - Suffixes -able/-ible, -ate
- **Fluency:**
 - Intonation
 - Phrasing
 - Accuracy and Self Corrections

Reading Workshop

- Genre Characteristics:
 - Realistic Fiction
 - Play
 - Theme
- Literary Elements
- Author’s Craft
- Figurative Language
- Elements of Drama
- Varieties of English
- Point of View

Writing Workshop

- Poetry Writing:

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Additional Holocaust resources

- <https://www.nj.gov/education/holocaust/911/additional/K5.pdf>
- <https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>

- Narrative Poem
- Grammar Minilessons
 - Review Pronouns, Adjectives and Articles, Transitions, Commas and Semicolons, Prepositions and Prepositional Phrases
 - Review Adverbs, the Verbs Be and Have, Spelling, Proper Mechanics, and Writing Titles, Perfect Tenses
 - Review Easily Confused Verbs, Contractions, Making Comparisons, Commas, Punctuation

Holocaust Activities: Elisa’s Diary (Module 12, Week 1)

- activities found in *The Amistad Commission’s Literacy Components for Primary Grades* (NJDOE)
- activities found in *Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL* (NJDOE)

District/School Supplementary Resources

Tween Tribune: <https://www.tweentribune.com/>
newsela: <https://newsela>.
Dogo News: <https://www.dogonews.com/>
ABCya: <https://www.abcya.com>
Family Learning/Sight Word Games:
http://www.familylearning.org.uk/sight_word_games.html

FunEnglishGames.com: <http://www.funenglishgames.com/>
Quill: <https://www.quill.org/>
Brainpop: <https://brainpop.com>
Actively Learn: <https://www.act>
Read Works: <https://www.readworks.org/>
Freckle: <https://www.freckle.com/ela>
Diversity, Equity & Inclusion Educational Resources
<https://www.nj.gov/education/standards/dei/>

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District/School Writing Tasks		
<p>Primary Focus</p> <ul style="list-style-type: none"> ● Module 10: Argument Letter to the Editor ● Module 11: Narrative Realistic Story ● Module 12: Poetry Narrative <p>District Requirement: Complete one process piece for Unit/MP 4 for district writing portfolio.</p> <p>State Requirement: Complete at least one piece of each highlighted writing.</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● Response to Text ● Inquiry & Research Projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts ● Literacy Centers <ul style="list-style-type: none"> ○ Listening and Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry and Research Projects
Instructional Best Practices and Exemplars		
<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Homework and practice ● Nonlinguistic representations ● Cooperative learning ● Setting objectives and providing feedback ● Generating and testing hypotheses ● Cues, questions, and advance organizers ● Manage response rates ● Use data to drive instruction 		<p style="text-align: center;">Exemplars</p> <ul style="list-style-type: none"> ● https://www.readingrockets.org/strategies#skill1042 ● http://www.readwritethink.org/ ● https://www.noredink.com/ ● https://eleducation.org

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Scaffolding strategies
- Shortened assignments
- Extend time as needed
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success

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|--|---|
| <ul style="list-style-type: none"> ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Modify testing format ○ Provide alternative assessment |
|--|---|

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads | <ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction |
|---|--|

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

WIDA Can Do Descriptors:

Listening Speaking Reading Writing Oral Language

Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:

- Use of bilingual dictionaries
- Personal dictionary
- Word wall
- Manipulatives
- Pictures, photographs
- Modeling and guided practice
- Sentence starters
- Response frames

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Require critical and creative thinking activities with emphasis on research and in-depth study
- Provide Enrichment Activities/Project-Based Learning/ Independent Study

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<ul style="list-style-type: none"> ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs
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Interdisciplinary Connections

Science:
NJSLS 5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment (Module 10, Week 2).
NJSLS 5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment. (Module 11, Week 1)

Social Studies:
NJSLS 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families (Module 11, Week 1)
NJSLS 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society. (Module 12, Week 2)
NJSLS 6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens. (Module 12, Week 2)
NJSLS 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country. (Module 12, Week 3)
NJSLS 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. (Module 12, Week 3)

Arts:
NJSLS 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. (Module 10, Week1)

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Integration of Computer Science and Design Thinking NJSL 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.