

**East Newark Public School**  
**English Language Arts Curriculum**  
**Grade 5**



# English Language Arts Grade 5

EAST NEWARK PUBLIC SCHOOL

## Course Description

Students in the intermediate grades have already learned to read. At this level, they will read to learn by strengthening their independent use of reading comprehension strategies in both fiction and nonfiction text. Students will be given adequate time in school for independent reading to practice and develop the strategies they are being taught with the guidance of the teacher. Students will respond to what they read by talking with peers in discussion groups and individually with the teacher during conferences as well as in written responses to text. Students will read to build background knowledge and increase and improve both their writing and academic vocabulary. Additionally, students will engage in the practice of word study. They will be taught to sort words by features (e.g. syllables, sound patterns, etc.). This practice reinforces connections between words and their correct spellings and pronunciations.

Students will learn to write narratives, arguments (opinion), explanatory pieces, and literary essays while applying the conventions of Standard English grammar, punctuation, and spelling. Students will be expected to support their writing with evidence from text and to conduct research. Students will be taught to create and use a writer's notebook to store their observations of the world around them and select topics to write about from these observations.

Throughout the course of the school year students will be actively engaged in the processes of reading and writing and will develop a strong understanding of the concepts outlined in the Grade 5 New Jersey Student Learning Standards for English Language Arts. Variety instructional strategies should be woven throughout the literacy block to scaffold student learning in a gradual release model. A gradual release model ensures that students gain an increased level of independence in grade level skills while moving toward mastery of all standards.

## Holocaust/Genocide Education

Lessons of the Holocaust and Genocide will be taught in a sensitive way to meet the needs of our students in grades K-5. These lessons will address issues of bias, prejudice, and bigotry, including bullying. Students will learn the importance of tolerance and respect for others who are different. Students will need to acquire and practice skills for resolving conflicts in a peaceful way and for living together in a spirit of mutual cooperation and appreciation for the contributions of others. These lessons shall enable students to identify and analyze applicable theories concerning human nature and behavior. Students will understand that issues of moral dilemma and conscience of prejudice and discrimination, and understand that issues of moral dilemma and conscience have a profound impact on life. Lessons shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Also on the first Monday in October of each year is designated as the Week of Respect. Our district observes this week by providing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying. We also have School Violence Awareness week which begins the third Monday in October of each year. School-wide activities are planned that promote peaceful co-existence, acceptance, and embracing our differences. Also throughout the school year, our Take a Stand lessons are provided by our Social Worker, which teach students to stand up for one another and support every student in our school.

### Course Resources

1. JOURNEYS Student Edition
2. JOURNEYS Leveled Readers
3. JOURNEYS Readers Notebook
4. JOURNEYS Teacher's Edition
5. JOURNEYS Digital Focus Wall
6. Fifth Grade Core Novels
7. Honor All Children (Grades 5-8): [Part 1](#), [Part 2](#), [Part 3](#), [Part 4](#)
8. [www.thinkcentral.com](http://www.thinkcentral.com)
9. [www.readinga-z.com](http://www.readinga-z.com)
10. [www.raz-plus.com](http://www.raz-plus.com)

### Pacing Guide

Unit #	Unit Title	NJ Standards	Resources
1	Meet the Challenge	RL.5.1-7, 9 RI.5.7, 9 RF.5.3a, RF.5.4.a-c W.5.3.a-e, W.5.4-7, W.5.9.a, W.5.10 SL.5.1.a-d, SL.5.3-4, SL.4.6 L.5.2.e, L.5.3.b, L.5.4.b, L.5.5a-b, L.5.6	JOURNEYS
2	Wild Encounters	RL.5.1, 3-5, 10 RI.5.1, 3-5, 7-10 RF.5.3a, RF.5.5a-b	JOURNEYS

		W.5.1.b, W.5.2.a-e, W.5.5-8, W.5.9.a-b, W.5.10 SL.5.1.a-d, SL.5.3, SL.5.6 L.5.1.a,c, e, L.5.2.e, L.5.3.a-b, L.5.4.a-c, L.5.5.a-c, L.5.6	
3	Revolution	RL.5.1-2, 4-7, 10 RI.5.1-7, 9-10 RF.5.3.a, RF.5.4.a-c W.5.1.a-d, W.5.4-8, W.5.9.b, W.5.10 SL.5.1.a-c, SL.5.2, SL.5.4-6 L.5.1.a-c, e, L.5.4.b-c, L.5.5a-b, L.5.6	JOURNEYS
4	The Power of Storytelling	RL.5.1-7, 9-10 RI.5.2, 8, 10 RF.5.3.a, RF.5.4.a-b W.5.3.a-e, W.5.4-8, W.5.9.a-b, W.5.10 SL.5.1.a-d, SL.5.2-6 L.5.1.a, d, L.5.2.a-e, L.5.3.a-b, L.5.4.b-c, L.5.5.a-c, L.5.6	JOURNEYS
5	Under Western Skies	RL.5.1, 3-4, 6-7, 9-10 RI.5.1-4, 6-7, 9-10 RF.5.3.a, RF.5.4.a-c W.5.1.a-d, W.5.2.d, W.5.4-6, 8, 10 SL.5.1.c, SL.5.2-3, 5-6 L.5.1.b, L.5.2.a-d, L.5.3.a-b, L.5.4.a,c, L.5.5.a-c, L.5.6	JOURNEYS
6	Reading Adventures	RL.5.1, 3-4, 6-7, 9-10 RI.5.1-4, 6-10 RF.5.3.a, RF.5.4.a-c W.5.1.a-d, W.5.2.a-e, W.5.3.a, W.5.4.a-c, W.5.5.a-c, W.5.6	JOURNEYS

## Unit 1– Meet the Challenge

<b>Timeframe</b>	September
<b>Overview</b>	At the end of this unit students will make connections between quotations and photographs - when you meet a challenge, you deal with it successfully. Students will read both realistic fiction and fantasy. As students engage with literature they readily identify with characters that are his/her age and reflect many cultures and social classes in which we live. Students will use what they have read to help them write a story about what might happen if they were to run for class president. The texts and lessons in this unit will prepare students for this culminating task.
<b>Writing Component</b>	Narrative: In this unit students will develop a strong understanding of the elements of fictional text. They will engage in lessons and writing experiences that will help them develop writing a story about what might happen if they were to run for class president. Students will use multiple details throughout their writing beginning with short story to writing description and dialogue to a fictional narrative. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can an experiment clarify an idea?</li> <li>● How can art and performance help people understand a text?</li> <li>● Why is determination a good quality for a politician to have?</li> <li>● How can being active in sports improve someone’s attitude?</li> <li>● How can overcoming a challenge change someone’s life?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will analyze an author’s use of irony and how point of view influences descriptions of events in a story.</li> <li>● Students will explore the methods a playwright uses to achieve characterization.</li> <li>● Students will compare and compare and contrast different characters and viewpoints.</li> <li>● Students will examine narrative pacing and study the use of rhythm in a text.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will analyze how an author conveys a theme and examine the use of dialogue in a story.</li> </ul>
<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>• 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>• 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<p><b>Standards</b></p>	<p>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.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>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).</p> <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>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.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <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> <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> <p>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.</p> <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> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p>

	<ul style="list-style-type: none"> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <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> <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.</p> <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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> </ul> <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> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on</p>
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*grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

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

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

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

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

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

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

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

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

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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



**Integrated  
Accommodations  
and Modifications**

- **Special Education Students**
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Provide visuals of vocabulary/language
  - Books on audio
  - Digital components/tools available online
  
- **English Language Learners**
  - Invite students to explore different points of view on a topic of study and compare
  - Integrated and small-group support
  - Provide visuals of vocabulary/language
  - Books on audio
  - Digital components/tools available online
  
- **Basic Skills Instruction**
  - Encourage students to make transformations - use a common task or item in a different way
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Leveled readers for small group instruction
  - Differentiated phonics instruction and fluency
  - Digital components/tools available online
  
- **504 Students**
  - Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment
  - Provide graphic organizers for additional support
  - Extended time for revisions or opportunity to identify and develop areas of personal interest
  - Digital components/tools available online
  
- **Gifted & Talented Students**
  - Encourage students to explore concepts in depth and encourage independent studies or investigations
  - Modeling or independent student led research

<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● As students engage with the selected text they will create dioramas and 3-D interpretations of critical moments. They will also engage in marking period long research on a variety of topics ranging from the</li> </ul>

	civil rights movement to the scientific process and a variety of noteworthy inventions.
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**Unit 2 – Wild Encounters**

<b>Timeframe</b>	October-November
<b>Overview</b>	<p>At the end of this unit students will make connections between quotations and photographs. Students’ comprehension of nonfiction texts will be enhanced by an understanding of structure, layout, and features associated with the genre. When learning why and how to read nonfiction, mentor texts and author studies are of particular importance. This will allow students familiarity while exploring different structural choices authors have made when presenting information. When studying this genre students should be immersed in a variety of nonfiction texts with varying ranges of complexity. This will aid students in the grasp of a nonfiction texts infrastructure; a necessary component in order to ascertain big ideas and think critically. Students will use what they have read to help them write an informational essay about how people have worked to protect animals. The texts and lessons in this unit will prepare students for this culminating task.</p> <p>During the month of October, lessons and activities are planned to focus on preventing harassment, intimidation, and bullying; and to promote acceptance, peaceful co-existence and embracing our differences.</p>
<b>Writing Component</b>	<p>Research Report: In this unit students will develop a strong understanding of the elements of informational text. They will engage in lessons and writing experiences that will help them to write an informational essay about how people have worked to protect animals. Students will begin with writing procedural composition to compare-contrast essay to cause-and-effect essay to completing a research report. Journal writing will assist in strengthening of the writing content.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● Why is it important to research and protect endangered animals?</li> </ul>

	<ul style="list-style-type: none"> <li>● How can dangerous situations bring people closer together?</li> <li>● What reasons do people have for protecting the environment?</li> <li>● How can an act of courage reveal a person's true nature?</li> <li>● What can a scientist learn by observing the behaviors of a particular animal?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will explore the relationship between cause and effect.</li> <li>● Students will build an understanding of characters in a story.</li> <li>● Students will examine how an author conveys his or her purpose in a text.</li> <li>● Students will draw conclusions and make generalizations about a text and study the use of point of view in a story.</li> <li>● Students will understand and explain relationships between scientific ideas.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<b>Standards</b>	<p>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.</p> <p>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).</p> <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>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.</p> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>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.</p> <p>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.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>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.</p>

- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a conclusion related to the information of explanation presented.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

	<ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ul> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.</li> </ul> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <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>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Books on audio</li> <li>● Digital components/tools available online</li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="background-color: #ADD8E6; padding: 2px;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>



<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. T Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● As students engage with the selected text they will create dioramas and 3-D interpretations of critical moments. They will also engage in marking period long research on a variety of topics ranging from the civil rights movement to the scientific process and a variety of noteworthy inventions.</li> </ul>

### Unit 3 – Revolutions!

<b>Timeframe</b>	December-January
<b>Overview</b>	At the end of this unit students will make connections between quotations and photographs. Students’ comprehension of nonfiction texts will be enhanced by an understanding of structure, layout, and features associated with the genre. When learning why and how to read historical fiction and biographies are of particular importance. When studying this genre students should be immersed in a variety of nonfiction and fiction texts with varying ranges of complexity. Students will use what they have read to help them write an opinion essay about the texts they have read. The texts and lessons in this unit will prepare students for this culminating task.
<b>Writing Component</b>	Research Report: In this unit students will develop a strong understanding of the elements of fiction and nonfiction texts. They will engage in lessons and writing experiences that will help them to write an opinion essay about variety of texts in unit. Students will begin with opinion essay to problem-solution composition to persuasive letter to completing persuasive essay. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What can individuals do to help shape a new government?</li> <li>● How can people’s differences of opinion lead to a revolution?</li> <li>● How do individual acts of bravery shape history?</li> <li>● What events or feelings would lead someone to fight for freedom?</li> <li>● How are patriotism and courage related?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will explore the relationship between cause and effect and identify key events in the establishment of the United States government.</li> <li>● Students will determine the difference between fact and opinion.</li> <li>● Students will practice drawing conclusions and making generalizations.</li> <li>● Students will examine the sequence of events in text organization.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will compare and contrast the actions of historical figures in a text.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>• 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>• 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<b>Standards</b>	<p>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.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <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>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.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <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> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>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.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>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.</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>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.</p>

	<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> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>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.</li> <li>b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>d. Provide a conclusion related to the opinion presented.</li> </ol> <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> <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.</p> <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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <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>
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- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.

	<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <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>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> <ul style="list-style-type: none"> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> </ul>

	<ul style="list-style-type: none"> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● As students engage with the selected text they will create dioramas and 3-D interpretations of critical moments. They will also engage in marking period long research on a variety of topics ranging from the civil rights movement to the scientific process and a variety of noteworthy inventions.</li> </ul>



## Unit 4 – The Power of Storytelling

<b>Timeframe</b>	February-March
<b>Overview</b>	At the end of this unit students will make connections between quotations and photographs. Students will learn about literary elements character, plot, theme, setting are important pieces of the puzzle in building meaning. In this unit students will practice doing work as careful readers who hone in on these elements as a method to create meaning. Students will write a literary analysis in which they compare and contrast characters. The texts and lessons in this unit will prepare students for this culminating task.
<b>Writing Component</b>	Narrative: In this unit students will develop a strong understanding of the elements of fiction texts and autobiographies. They will engage in lessons and writing experiences that will help them to write an literary analysis in which they compare and contrast the main characters in two of the stories. Students will begin with friendly letter to character description to autobiography and complete personal narrative. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● In what ways can illustrations enhance a reader’s experience?</li> <li>● What role does imagination play in the invention process?</li> <li>● What do facts and opinions contribute to a story?</li> <li>● Why is it important to be aware of your community’s needs?</li> <li>● What can a person learn by building a relationship with an animal?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will analyze how visual elements contribute to a story.</li> <li>● Students will examine how first-person of view influences a text.</li> <li>● Students will explain the difference between fact and opinion.</li> <li>● Students will examine how an author achieves characterization.</li> <li>● Students will be able to identify the elements of story structure.</li> </ul>

<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<p><b>Standards</b></p>	<p>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.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>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).</p> <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>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.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <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> <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> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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).</p> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> </ol>

	<p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <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> <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.</p> <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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <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> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>
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- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.
  - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - d. Recognize and correct inappropriate shifts in verb tense.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Use punctuation to separate items in a series.
  - b. Use a comma to separate an introductory element from the rest of the sentence.

	<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <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>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li>   <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li>   <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li>   <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> </ul>

	<ul style="list-style-type: none"> <li>● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● As students engage with the selected text they will create dioramas and 3-D interpretations of critical moments. They will also engage in marking period long research on a variety of topics ranging from the civil rights movement to the scientific process and a variety of noteworthy inventions.</li> </ul>

## Unit 5 – Under Western Skies

<b>Timeframe</b>	April-May
<b>Overview</b>	At the end of this unit students will make connections between quotations and photographs. Students will interact with history in nonfiction biographies and realistic fiction. Students will develop critical reading skills that allow them to think deeply about a text and how that text connects to the world in a historical context. Students will use that they have read to help them write a response-to-literature essay. The texts and lessons in this unit will prepare students for this culminating task.
<b>Writing Component</b>	Response Essay: In this unit students will develop a strong understanding of the elements of fiction and nonfiction texts. They will engage in lessons and writing experiences that will help them to write a response-to-literature essay. Students will draft, revise and edit a response essay and publish. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What does it mean to have good instincts?</li> <li>● How can traditions influence a person’s thoughts and feelings?</li> <li>● What kinds of lessons were learned by people who lived in the old West?</li> <li>● Why would a pioneer traveler record events in a journal?</li> <li>● How did explorers help America become the country it is today?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will analyze figurative language.</li> <li>● Students will be able to identify the theme of a story and examine an author’s word choice.</li> <li>● Students will study the relationship between main ideas and details in a text.</li> <li>● Students will analyze cause-and-effect and examine an author’s use of figurative language.</li> <li>● Students will examine how an author explains historical events.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>



**Standards**

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.
- RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - d. Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.5.1. Engage effectively in a range of collaborative discussions

(one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

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

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

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

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

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

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

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

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

a. Use punctuation to separate items in a series.

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

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

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

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

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

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

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

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

	<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <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>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li>   <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>

<b>Career Education</b>	<ul style="list-style-type: none"><li>• The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li></ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"><li>• As students engage with the selected text they will create dioramas and 3-D interpretations of critical moments. They will also engage in marking period long research on a variety of topics ranging from the civil rights movement to the scientific process and a variety of noteworthy inventions.</li></ul>

## Unit 6 – Reading Adventures

<b>Timeframe</b>	June
<b>Overview</b>	In this unit, students will understand the <i>animals from the distant past and from right now</i> . The unit will focus on informational text presented in the format of news articles. Students will use newspaper articles as models to write their own narratives as reporters. Students will construct understandings about journalism and the job of a newspaper reporter. They will review how to read, analyze, and critique models of narrative writing in news articles.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What can people learn by reading about how different animals adapt and survive?</li> <li>● What lessons can we learn from other cultures?</li> <li>● How does the study of fossils relate to our everyday lives?</li> <li>● Why are people fascinated by nature?</li> <li>● What traits help make a person good at solving problems?</li> <li>● What is a hardship? (Letters from Rifka)</li> <li>● What hardships have you faced in your life? (Letters from Rifka)</li> <li>● What makes something a hardship as opposed to a problem? (Letters from Rifka)</li> <li>● What hardships did immigrants in the early 1900s face? (Letters from Rifka)</li> <li>● What character traits does a person need to survive a hardship? (Letters from Rifka)</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will identify features of informational text and analyze text and graphic features of a text.</li> <li>● Students will identify the character’s behavior, traits, and motivation through dialogue.</li> <li>● Students will identify and understand domain-specific text.</li> <li>● Students will draw conclusions and make generalizations from details in the text.</li> <li>● Students will recognize features of informational text.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</li> </ul>

	<ul style="list-style-type: none"> <li>● 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</li> </ul>
<p><b>Standards</b></p>	<p>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.</p> <p>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).</p> <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>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <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> <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> <p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>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.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</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>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.</p>



- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - d. Provide a conclusion related to the opinion presented.
- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a conclusion related to the information of explanation presented.

- W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - e. Provide a conclusion that follows from the narrated experiences or events.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions and carry out assigned roles.

	<ul style="list-style-type: none"> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <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> <p>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.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> </ul> <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul>
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	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <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>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li>   <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.8.B.1 Research careers within the 16 Career Clusters and determine attributes of career success.</li> <li>● 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</li> <li>● 9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.</li> <li>● 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>

<b>Career Education</b>	<ul style="list-style-type: none"><li>• The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li></ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"><li>• As students engage with the selected text they will create dioramas and 3-D interpretations of critical moments. They will also engage in marking period long research on a variety of topics ranging from the civil rights movement to the scientific process and a variety of noteworthy inventions.</li></ul>