

Curriculum Design	
Content Area: Reading/Language Arts	
Course Title: General Reading/Language Arts	Grade Level: 5
Unit 1- Meeting Challenges	6 Weeks
Unit 2- Doing the Right Thing	6 Weeks
Unit 3- Inventors and Artists	6 Weeks
Unit 4- Adapting	6 Weeks
Unit 5- Adventurers	6 Weeks
Date Revised: August 2015	
Board Approved on: August 27, 2015	

Unit 1 Overview

Content Area: Reading/Language Arts

Unit 1 Title: Meeting Challenges

Grade Level: 5

Unit Summary

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

Science-5-ESS3-1- Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.

Social Studies- 6.1.8.D.4.a- Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 1. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards:

Unit 1 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature

- Cause and effect
- Character and Plot
- Prior knowledge
- Monitor and Fix Up
- Theme and Setting
- Visualize

Reading Informational Text

- Sequence
- Ask Questions
- Cause and Effect

Reading Foundational Skills

- Fluency – Model
- Tone of Voice

Speaking and Listening

- Dramatization
- Story Telling

<ul style="list-style-type: none"> • Pitch • Phrasing • Pause 	<ul style="list-style-type: none"> • Group Review • Sportscast • Interview
Writing <ul style="list-style-type: none"> • Character Sketch • Tall Tell • Friendly or Thank You Letter • Feature Article • Narrative Writing 	Language <ul style="list-style-type: none"> • Four Kinds of Sentences • Subjects and Predicates • Independent and Dependent Clauses • Compound and Complex Sentences • Context Clues • Common and Proper Nouns • Vocabulary
CPI #	Cumulative Progress Indicator (CPI)
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from 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.5.5	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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
W. 5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W. 5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W. 5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W. 5.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.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>).
L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?

- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman’s Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book
 Phonics and/or Spelling Books
 Grammar and Writing Book

Recommended Online Resources:

- www.corestandards.org
- www.njcccs.org
- www.parcconline.org
- www.pearsonsuccessnet.com

Unit 2 Overview	
Content Area: Reading/Language Arts	
Unit 2 Title: Doing the Right Thing	
Grade Level: 5	
<p>Unit Summary</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>Science-5-ESS3-1- Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p> <p>Social Studies- 6.1.8.D.3.d- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 2. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 2 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Compare and Contrast • Predict 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Monitor and Fix Up • Fact and Opinion • Sequence
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Fluency - Model <ul style="list-style-type: none"> • Tone of Voice • Pitch • Phrasing 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> •Persuasive Speech •Oral Report/Oral Book Report •Readers’ Theater •Debate/ Panel Discussion

	• Radio Feature Story
Writing <ul style="list-style-type: none"> • Model Characterization/Dialogue • Summary • Story Review • Author’s Purpose • News Story • Rules • Interview 	Language <ul style="list-style-type: none"> • Regular and Irregular Plural Nouns • Possessive Nouns • Dictionary/Glossary • Word Structure • Action and Linking Verbs • Main and Helping Verbs • Context Clues • Subject-Verb Agreement • Vocabulary
CPI #	Cumulative Progress Indicator (CPI)
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.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.
RF.5.4.a	Read grade-level text with purpose and understanding.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
W. 5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
W. 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W. 5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W. 5.3.e	Provide a conclusion that follows from the narrated experiences or events.
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.

SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.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>).
L.5.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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>).

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?

- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?
- How do I read, interpret, and write poetry?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book
 Phonics and/or Spelling Books
 Grammar and Writing Book

Recommended Online Resources:

- www.corestandards.org
- www.njcccs.org
- www.parconline.org
- www.pearsonsuccessnet.com

Unit 3 Overview

Content Area: Reading/Language Arts

Unit 3 Title: Inventors and Artists

Grade Level: 5

Unit Summary

Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.

Science-3-5-ETS1-1-People’s needs and wants change over time, as do their demands for new and improved technologies.

Social Studies- 6.2.8.A.3.d- Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 3. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency. Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

Learning Targets

Standards:

Unit 3 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.

Reading Literature

- Story Structure
- Summarize

Reading Informational Text

- Fact and Opinion
- Graphic Organizers
- Author’s Purpose
- Main Idea
- Predict

Reading Foundational Skills

- Fluency - Model
 - Tone of Voice
 - Tempo and Rate
 - Phrasing

Speaking and Listening

- Play Review
- Newscast
- Introduction
- Oral Presentation

	<ul style="list-style-type: none"> • Advertisement
Writing <ul style="list-style-type: none"> • Skit • Question/Answer Essay • Description • Feature Story • Expository Writing 	Language <ul style="list-style-type: none"> • Word Structure • Past, Present, and Future Tenses • Principal Parts of Regular Verbs • Principal Parts of Irregular Verbs • Troublesome Verbs • Prepositions and Prepositional Phrases • Context Clues • Vocabulary
CPI #	Cumulative Progress Indicator (CPI)
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RI.5.1	Quote accurately from a text 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.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
W. 5.1.b	Provide logically ordered reasons that are supported by facts and details.
W. 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W. 5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W. 5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.4	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.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.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>).
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?

- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book
 Phonics and/or Spelling Books
 Grammar and Writing Book

Recommended Online Resources:

- www.corestandards.org
- www.njcccs.org
- www.parcconline.org
- www.pearsonsuccessnet.com

Unit 4 Overview	
Content Area: Reading/Language Arts	
Unit 4 Title: Adapting	
Grade Level: 5	
<p>Unit Summary</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>Science-MS-LS4-2-Patterns can be used to identify cause and effect relationships.</p> <p>Social Studies- 6.3.8.A.1-Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 4. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 4 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Drawing Conclusions • Answer Questions • Generalization • Predict 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Monitor and Fix Up • Graphic Sources • Drawing Conclusions • Visualize
<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Fluency - Model <ul style="list-style-type: none"> • Punctuation Clues • Tempo and Rate 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Demonstration • Description • Advice

<ul style="list-style-type: none"> • Emotion • Tone of Voice • Word Structure 	<ul style="list-style-type: none"> • Letter of Advice • Oral Presentation • Informational Speech
<p>Writing</p> <ul style="list-style-type: none"> • E-Mail • Journal Entry • Tell a Story About an Animal • Letter of Advice • Writing for Tests: Descriptive Writing 	<p>Language</p> <ul style="list-style-type: none"> • Subject and Object Pronouns • Pronouns and Antecedents • Possessive Pronouns • Infinitive and Reflexive Pronouns • Word Structure • Using <i>Who</i> and <i>Whom</i> • Context Clues • Vocabulary
CPI #	Cumulative Progress Indicator (CPI)
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.1	Quote accurately from a text 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.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
W. 5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W. 5.3.a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W. 5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W. 5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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.
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.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?
- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a narrative?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition

Leveled Readers

Literacy Centers

NJ Daily Practice Book

Phonics and/or Spelling Books

Grammar and Writing Book

Recommended Online Resources:

www.corestandards.org

www.njcccs.org

www.parconline.org

www.pearsonsuccessnet.com

Unit 5 Overview	
Content Area: Reading/Language Arts	
Unit 5 Title: Adventurers	
Grade Level: 5	
<p>Unit Summary</p> <p>Primary interdisciplinary connections: This unit incorporates concepts in Science, Social Studies, and Technology through integrated units of study. Leveled readers and informational text will be used to expand students’ understanding of and connection to the world around them.</p> <p>Science- MESS1-3-Engineering advances have led to important discoveries in virtually every field of science and scientific discoveries have led to the development of entire industries and engineered systems.</p> <p>Social Studies- 6.1.8.B.4.a-Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>21st century themes: 21st Century Life and Careers Standard 9.1 will be addressed in Unit 5. The strands included will be 9.1.A.Critical Thinking & Problem Solving, 9.1.D. Cross-Cultural Understanding and Interpersonal Communications, and 9.1.E Communication and Media Fluency.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p>Standards:</p> <p>Unit 5 covers the following Common Core State Standards: Reading Literature, Reading Informational Text, Foundational Skills, Writing, Speaking and Listening, and Language Standards.</p>	
<p>Reading Literature</p> <ul style="list-style-type: none"> • Character and Plot • Prior Knowledge 	<p>Reading Informational Text</p> <ul style="list-style-type: none"> • Ask Questions • Graphic Sources • Author’s Purpose • Monitor and Fix Up • Cause and Effect • Graphic Organizers • Generalize

<p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Fluency - Model <ul style="list-style-type: none"> • Tone of Voice • Volume • Emotion • Pauses 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Introduction • Oral Report • Informational Speech • Interpret Fiction • Debate
<p>Writing</p> <ul style="list-style-type: none"> • Editorial • Problem/Solution Essay • Biographical Sketch • Persuasive Letter • Ad 	<p>Language</p> <ul style="list-style-type: none"> • Word Structure • Contractions • Articles and Adjectives • Dictionary/Glossary • <i>This, that, these, and those</i> • Comparative and Superlative Adjectives • Adverbs • Context Clues • Vocabulary
CPI #	Cumulative Progress Indicator (CPI)
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RI.5.1	Quote accurately from a text 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.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.8	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 information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
W. 5.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational

	structure in which ideas are logically grouped to support the writer’s purpose.
W. 5.1.d	Provide a concluding statement or section related to the opinion presented.
W. 5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W. 5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including 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.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
L.5.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.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>).
L.5.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit Essential Questions

- How do appropriate speaking and listening skills affect relationships and learning?
- How do I create short stories, poems, and plays using the literary elements and techniques best suited for my purpose?
- How does knowledge of word structures, word meanings, priority words, and use of references help me to be a proficient speller and reader?
- How do literary elements work together to convey meaning in fiction?
- What role does nonfiction reading play in developing my knowledge base?
- How do I effectively use multiple strategies to comprehend and think critically about the text?
- How do I use the parts of speech effectively?

- How do I use appropriate writing techniques to share information with my readers?
- How does an author organize and structure information in a non-fictional text to make it accessible and practical?
- How do I use literary elements to write a persuasive essay?

Evidence of Learning

Formative Assessments:

- Baseline Test
- Reading Street Unit Benchmark Assessments
- Fresh Reads for Differentiated Test Practice
- Online SUCCESS Tracker

Summative Assessments:

- Selection Tests
- Reading Street End of Year Benchmark Assessments
- Online SUCCESS Tracker

Modifications: (Special education, ELLs, at-risk students, gifted and talented)

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Teacher Resources:

Pearson Scott Foresman's Reading Street Student Edition
 Leveled Readers
 Literacy Centers
 NJ Daily Practice Book
 Phonics and/or Spelling Books
 Grammar and Writing Book

Recommended Online Resources:

- www.corestandards.org
- www.njcccs.org
- www.parcconline.org
- www.pearsonsuccessnet.com