BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 5

PACING-->	UNIT #1 4 Weeks (September)	UNIT #2 7 Weeks (October)	UNIT #3 4 Weeks (December)	UNIT #4 8 Weeks (January)
TOPIC/THEME AND OBJECTIVES	**Building a Community of Readers and Writers** • Select 'just right' independent reading books of interest across multiple genres. • Review and apply previously learned reading comprehension strategies to monitor their understanding of text. Skills and strategies will include: making predictions, visualizing, questioning, inferencing, and making connections. • Determine meaning of unfamiliar words by means of a variety of strategies including rereading, context clues, etc. • Determine meaning of unfamiliar words through use of reference materials, both print and digital • Organize and write open ended reading responses about text. • Quote accurately from the text to support ideas and conclusions drawn in written responses to reading • Make and support inferences by quoting accurately from the text • Produce clear and coherent writing appropriate to task, purpose, and audience.	**Fictional Organization/Literary Elements and Fictional Narratives Narrative Writing** • Use quotes accurately when explaining or summarizing implicit or explicit text passages either orally or in writing. • Utilize information from a text, accurately quoting passages, to draw inferences. • Identify, through writing or speaking, the theme of a story by analyzing how characters respond to challenges. • Summarize a text including a discussion of the story's theme, how characters respond to challenges, or how a poem's speak reflects upon a topic. • Compare and contrast various elements of literature (characters, setting, events, text details, etc.) using specific details from the text. • Define unfamiliar words within text using context clues and other resources and by applying knowledge of affixes and roots. • Recognize and demonstrate understanding of figurative language (similes, metaphors, personification, idioms, symbolism, adage, proverbs).	**Word Study Grammar and Usage (Writing)** • Apply the knowledge of root words and affixes to read unfamiliar multi-syllabic words. • Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multi-syllabic words in and out of context. • Decode words using known syllabication patterns. • Use Greek and Latin affixes and roots to accurately read and determine the meaning of unfamiliar multi-syllabic words in and out of context. • Spell grade-appropriate words correctly, properly utilizing references as needed. • Use print and digital resources to determine or clarify the spelling, pronunciation, and/or meaning of key words and phrases. • Demonstrate the understanding of a word utilizing knowledge of other known, related words and their relationship to one another (synonyms, antonyms, homographs). • Use context to determine the meaning of a word or phrase. • Demonstrate understanding of and interpret figurative	**Reading Non-Fiction/Informational Text and Non-Fiction Biography Expository Writing** • Read and comprehend informational materials and texts fluently and accurately • Answer literal and inferential questions to demonstrate understanding using evidence from the text. • Identify and analyze the relationship between the text features and the organizational structures with content (title, sub-titles, images, graphs, maps and diagrams) • Determine the authors' purpose for writing non-fiction text • Compare and contrast authors' points of view between non-fiction texts addressing similar topics • Compare and contrast the structure of non-fiction text, including chronology, cause/effect, problem/solution, description or list • Identify main ideas and key details of non-fiction text • Explain the relationships and interactions between two or more individuals, events, ideas or concepts in non-fiction text • Understand the meaning of unfamiliar, content specific, vocabulary within non-fiction

• With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. • Draw evidence from literary or information texts to support analysis, reflection, and/or research. • Create writing pieces routinely over extended or shorter time frames for a range of tasks. • Use context clues to determine unknown and multiple-meaning words and phrases.	• Analyze chapters and scenes in order to gain an understanding of the structure within the text (e.g., analyzing elements of character, setting, and plot in a narrative. • Describe how a narrator's or speaker's point of view influences how events are described. • Determine how visual and multimedia elements enhance understanding and appreciation of a text. • Compare and contrast stories within the same genre through discussion and/or writing • Read and comprehend a variety of genres demonstrating accuracy, fluency, and expression during engagement. • Engage in collaborative small and whole group discussions about text, modeling respected and established expectations (e.g., being prepared for discussions, follow established rules for discussions, participate in discussions). • Ask and answer questions during discussions related to texts. • Use ideas and insights gained through literature discussions to draw conclusions about a text. • Apply knowledge of phonics during silent and oral reading. • Consult dictionaries and other reference materials when necessary to determine word/phrase meaning. • Identify characteristics of a fictional narrative (creative story) by listening to or reading a variety of mentor texts.	language, word relationships, and nuances in word meanings. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Spell grade appropriate words. • Develop language base with roots and affixes. • Understand the etymology of words. • Consult dictionary and thesaurus. • Expand sentences with stronger vocabulary. • Write for extended periods of time.	text using previously learned methods such as context clues and affixes • Use information from two texts on the same topic to inform the reader or listener • Explain to a group, using textual evidence, how an author used reasons and evidence to support a particular point in a text • Consult dictionaries and other reference materials to determine word meaning • Determine and comprehend the meaning of unfamiliar context specific vocabulary (including those that signal precise actions, emotions, or states of being and that are basic to a particular topic) to aid in comprehending text • Demonstrate the ability to summarize a text, information presented and the point a speaker makes using the support of reasoning/inferring and textual evidence • Share by presenting a topic with an audience (offering appropriate and relevant facts in a sequential order, descriptive details; speaking clearly and an understandable pace) • Research information on an assigned topic. • Compare and contrast the information presented in two or more texts by reading published and student mentor texts/models. • Collect information that adheres to a pre-determined set of guidelines provided by the teacher.

		- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. - Identify differences in authors' approaches to stories read aloud or in groups. - Follow a plot structure with clear exposition, rising action, climax, falling action, and resolution. - Engage in collaborative small and whole group discussions about narrative writing modeling respected and established expectations. - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. - Brainstorm potential topics and narrow focus for their fictional narrative (creative story). - Use an outline or graphic organizer to plan and organize ideas about writing. - Demonstrate the ability to write over various lengths of time, create a fictional narrative establishing a plot or conflict, setting, characters, using a consistent point of view. - Organize narrative writing into paragraphs, and use effective transitions based on changes in action, dialogue, time and place. - Elaborate main events and ideas by adding thoughts and feelings, dialogue, and description. - Write a compelling lead and satisfying closing, trying a variety of strategies. - Using technology, produce a clear published copy of		- Utilize provided credible resources to research topics. - Distinguish between major and minor details in an informational resource. - Provide a list of sources utilized. - Use collected information to write a detailed, organized, multi-paragraph report. - Establish and maintain a formal style and awareness of audience. - Use peer/teacher conferencing, as well as a scoring rubric/checklist, as a guide to revising writing. - Apply standard English conventions as noted in Conventions Unit. - Determine and comprehend the meaning of unfamiliar, content specific vocabulary (including those signaling contrast, addition, and other logical relationships) in writing. - Understand the meaning of unfamiliar, content specific, vocabulary within informational text using previously learned methods such as context clues and affixes. - Consult dictionaries and other reference materials to determine word meaning. - Review and edit work for spelling, usage and clarity. - Use technology to produce and publish writing. - Engage in collaborative small and whole group discussions about informative/explanatory writing modeling respected and established expectations. - Demonstrate the ability to summarize a text, information presented and the point a

		narrative through the use of word processing		speaker makes using the support of reasoning/inferring and textual evidence.
		• Demonstrate the use of figurative language within narrative • Use vivid verbs and sensory details. • Attempt compositional risks within a narrative. • Receive and incorporate feedback on their writing from their peers and teacher. • Review, revise, and edit work for sentence construction, spelling, capitalization, punctuation, usage, and clarity. • Engage in collaborative small and whole group discussions about narrative writing modeling respected and established expectations.		• Share by presenting on a topic with an audience (offering appropriate and relevant facts in a sequential order, descriptive details; speaking clearly and an understandable pace) utilizing multimedia components (e.g., graphics, sounds) and visual displays to enhance the development of the main idea.
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	**Reading** • What strategies do effective readers utilize to construct meaning from texts? • How do strong readers independently monitor their understanding of texts? • How do successful readers improve their reading level and interest? • How do readers support their thinking about texts? • Effective readers construct meaning from text using a variety of comprehension skills and strategies (ie: vocabulary skills, rereading, questioning, etc.) • Readers improve their skills by selecting a	**Reading** • How do readers support their thinking about texts? • How does analyzing story elements give you a better understanding of the text? • How does interpreting figurative language, shades of meaning, and author's point of view, give you a better appreciation of the text? • Why do people tell and write imagined stories? • How do writers craft engaging, vivid narratives? • Fictional literature has identifiable and common story elements (setting, character, plot, theme, point of view) to effectively tell a complete story.	**Reading** • How do letter sounds and patterns help a reader identify unknown words? • How can context clues be used to understand new words? • How can parts of a word help determine the meaning of a new word? • Phonics involves the relationship between sounds and their spellings. • Developing a broad vocabulary deepens comprehension and allows for more precise communication. • Vocabulary is acquired through reading, writing, speaking and listening. **Writing**	**Reading** • How do readers use informational text to find and share information? • What strategies do effective readers use to understand the elements of informational text? • Why do authors write non-fiction? • How can a person's decisions and actions change his/her life? • How do the decisions and actions of characters reveal their personalities? • How do decisions, actions, and consequences vary depending on the different perspectives of the people involved? • Informational text has features that help the reader navigate the text and often provides additional information to

variety of 'just right' books across many genres **Writing** ● What strategies do effective writers utilize to improve their writing with others? ● How do writers successfully support their opinions in writing? ● How do successful writers improve their writing skills? ● Writers work collaboratively to produce clear and concise writing pieces. ● Writers support their thoughts with evidence from text. ● Strong writers improve their skills by writing for extended periods of time and following the writing process.	● Literature often demands readers to analyze the meaning of words and phrases to support their understanding of the text and their ability to discuss/respond to the text. ● Narratives are carefully structured depictions of diverse human experiences. ● Time is the main organizational structure of narrative writing. ● Understanding that a narrative writer conveys meaning through deliberate use of literary elements and narrative techniques. **Writing** ● Why do people tell and write imagined stories? ● How do writers craft engaging, vivid narratives? ● Narratives are carefully structured depictions of diverse human experiences. ● Time is the main organizational structure of narrative writing. ● A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.	● Why is it important to use correct grammar when writing and speaking? ● Why is it important to use correct capitalization and punctuation when writing? ● Proper grammar and mechanics promotes fluency of written and oral communication. ● Conventions are rules that have been established to standardize written and oral communication to assist in more easily understanding the message. ● Good writers determine which conventions of language most clearly and effectively communicate their thoughts and ideas to the reader.	help comprehend the content. ● Readers read informational text to obtain information on social and environmental topics. ● Authors write nonfiction for a variety of reasons including to relay information, to explore a topic in depth, to argue a point, or to entertain the reader with interesting facts. ● A person can make a positive or negative difference in the lives of others and in the course of history. ● Personal characteristics and the action of an individual can lead to making a difference. **Writing** ● What characteristics differentiate informational and explanatory writing? ● How does a writer convey information clearly and accurately to deepen the reader's understanding of a topic? ● How do writers draw on their own experiences and from research in order to support their topic? ● How can technology be used to enhance the writing process? ● Informational/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a

				procedure or process, or to provide readers with an enhanced comprehension of a concept.
				• Effective informational/explanatory writing uses a variety of techniques (naming, defining, describing, differentiating different types or parts, comparing/contrasting ideas or concepts, the use of diagrams or visuals, or citing an anecdote or scenario) to clearly communicate how things work and why things happen.
				• Informative and explanatory writing is reliant upon recollection of one's own experience, as well as accurate research, to support the thesis.
				• Conducting research and gathering evidence follows a generally accepted format and process.

| STANDARDS | Reading (R)
NONE

Reading Literature (RL)

NJSLSA.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.

NJSLSA.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.

NJSLSA.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.

Reading Info Text (RI)
NONE

Reading Foundation Skills (RF)
NONE

Writing (W)
NJSLSA.W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

NJSLSA.W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by | **Reading (R)**
NONE

Reading Literature (RL)

NJSLSA.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.

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

NJSLSA.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).

NJSLSA.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.

NJSLSA.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.

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

NJSLSA.RL.5.7
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text | **Reading (R)**
NONE

Reading Literature (RL)

NJSLSA.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).

NJSLSA.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.

Reading Info Text (RI)

NJSLSA.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.

Reading Foundation Skills (RF)

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

NJSLSA.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.

NJSLSA.RF.5.4.C
Use context to confirm or self-correct word recognition and | **Reading (R)**
NONE

Reading Literature (RL)
NONE

Reading Info Text (RI)

NJSLSA.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.

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

NJSLSA.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.

NJSLSA.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.

NJSLSA.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. |

planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.W.5.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking/Listening (SL)

NJSLSA.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.

NJSLSA.SL.5.1.A
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

NJSLSA.SL.5.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.

NJSLSA.SL.5.1.C
Pose and respond to specific questions by making comments that contribute to the discussion

(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

NJSLSA.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.

NJSLSA.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.

Reading Info Text (RI)
NONE

Reading Foundation Skills (RF)
NONE

Writing (W)

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

NJSLSA.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.

understanding, rereading as necessary.

Writing (W)

NJSLSA.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.

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

Speaking/Listening (SL)

NJSLSA.SL.5.1.A
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

NJSLSA.SL.5.1.B
Follow agreed-upon rules for discussions and carry out assigned roles.

NJSLSA.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.

NJSLSA.SL.5.1.D

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

NJSLSA.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.

NJSLSA.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).

NJSLSA.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.

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

Reading Foundation Skills (RF)

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

NJSLSA.RF.5.3.A

and elaborate on the remarks of others. **NJSLSA.SL.5.1.D** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **Language (L)** **NJSLSA.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **NJSLSA.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **NJSLSA.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. **NJSLSA.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. **NJSLSA.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.	**NJSLSA.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. **NJSLSA.W.5.3.C** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **NJSLSA.W.5.3.D** Use concrete words and phrases and sensory details to convey experiences and events precisely. **NJSLSA.W.5.3.E** Provide a conclusion that follows from the narrated experiences or events. **NJSLSA.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.) **NJSLSA.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. **<u>NJSLSA.W.5.6</u>** **<u>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</u>**	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **Language (L)** **NJSLSA.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **NJSLSA.L.5.1.A** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. **NJSLSA.L.5.1.B** Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. **NJSLSA.L.5.1.C** Use verb tense to convey various times, sequences, states, and conditions. **NJSLSA.L.5.1.D** Recognize and correct inappropriate shifts in verb tense. **NJSLSA.L.5.1.E** Use correlative conjunctions (e.g., either/or, neither/nor). **NJSLSA.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **NJSLSA.L.5.2.A** Use punctuation to separate items in a series.	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. **NJSLSA.RF.5.4** Read with sufficient accuracy and fluency to support comprehension. **NJSLSA.RF.5.4.A** Read on-level text with purpose and understanding. **NJSLSA.RF.5.4.B** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **NJSLSA.RF.5.4.C** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing (W)** **NJSLSA.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. **NJSLSA.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **<u>NJSLSA.W.5.2.A</u>** **<u>Introduce a topic clearly to provide a focus and group</u>**

		command of keyboarding skills to type a minimum of two pages in a single sitting. NJSLSA.W.5.9.A Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). NJSLSA.W.5.9.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]"). **NJSLSA.W.5.10** **Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **Speaking/Listening (SL)** NJSLSA.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. **NJSLSA.SL.5.1.A** **Explicitly draw on previously read text or material and other**	NJSLSA.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence. NJSLSA.L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). NJSLSA.L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works. NJSLSA.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed. NJSLSA.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. NJSLSA.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. NJSLSA.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. NJSLSA.L.5.4.B	**related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.** NJSLSA.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **NJSLSA.W.5.2.C** **Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast, especially*).** NJSLSA.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic. **NJSLSA.W.5.2.E** **Provide a conclusion related to the information of explanation presented.** NJSLSA.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NJSLSA.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. **NJSLSA.W.5.6**

		information known about the topic to explore ideas under discussion. NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. NJSLSA.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. NJSLSA.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **NJSLSA.SL.5.2** **Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).** NJSLSA.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. NJSLSA.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. NJSLSA.SL.5.6	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). NJSLSA.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. NJSLSA.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.L.5.5.A Interpret figurative language, including similes and metaphors, in context. NJSLSA.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. NJSLSA.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. NJSLSA.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).	**With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.** **NJSLSA.W.5.7** **Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.** NJSLSA.W.5.9.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]"). **NJSLSA.W.5.10** **Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **Speaking/Listening (SL)** NJSLSA.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,

		Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **Language (L)** NJSLSA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.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. NJSLSA.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. NJSLSA.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). NJSLSA.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and		building on others' ideas and expressing their own clearly. **<u>NJSLSA.SL.5.1.A</u>** **<u>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</u>** NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. NJSLSA.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. NJSLSA.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **<u>NJSLSA.SL.5.2</u>** **<u>Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</u>** NJSLSA.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. NJSLSA.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual

		digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. NJSLSA.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.L.5.5.A Interpret figurative language, including similes and metaphors, in context. NJSLSA.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. NJSLSA.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. NJSLSA.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*).		displays in presentations when appropriate to enhance the development of main ideas or themes. NJSLSA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **Language (L)** NJSLSA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. NJSLSA.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. NJSLSA.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. NJSLSA.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.

				NJSLSA.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). NJSLSA.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. NJSLSA.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).
INSTRUCTIONAL PROCEDURES	**Whole Group** Teacher Modeling Collaborative Writing Journal Writing Anchor Charts Daily Oral Language Writing Process Peer Editing Read alouds Mentor Texts Quick Writes Reading Survey Writing Surveys Introduction to Google Classroom Multiple Intelligence surveys Choosing Just Right Books Anecdotal Notes Graphic Organizer Use Brainstroming	**Whole Group** Teacher Modeling Collaborative Writing Writing Conventions Journal Writing Anchor Charts Daily Oral Language Writing Process Peer Editing Role Playing Read alouds Mentor Texts Summarizing Texts Graphic Organizers Narrative Writing Grammar Finding Text Evidence Character Traits Point of View Quick Writes	**Whole Group** Teacher Modeling Infographics Text Feature Scavenger Hunt Figurative language Anchor Charts Mentor Texts Read alouds Research Anecdotal Notes Quick Writes Dictionary Use **Individual** Independent Reading Conferences Independent Writing **Small Groups** Leveled reading	**Whole Group** Teacher Modeling Informational writing Writing Conventions Anchor Charts Writing Process Peer editing Text Features Comparing and Contrasting nonfiction articles Graphic Organizers Peer Editing Presentations Research Grammar Reflections Quick Writes Expository Writing Text browsing

		Utilizing technology to produce Editing and Revisions	Literacy Centers Novel Engineering	Discovering and distinguishing major and minor details
	Individual Independent Writing Independent Reading Conferences Self Editing and Revising Stop & Jot **Small Groups** Peer Editing Leveled reading Literacy Centers Think-Pair-Share Partner Work	**Individual** Independent Writing Independent Reading Conferences Self Editing & Revising Stop & Jot **Small Groups** Peer Editing Leveled reading Literacy Centers Collaborative Writing Novel engineering		**Individual** Independent writing Conferences Self editing & revising Research **Small Groups** Peer editing Literacy Centers Collaborative writing
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	**Materials** www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com www.duolingo.com **White Twp** Being a Writer Making Meaning Vocabulary Workshop Zaner Bloser Spelling **Hope** Words their way Vocabulary their way Lucy Calkins Write Source **Belvidere** Journeys Quill Actively Learn Wevideo **Leveled Texts** Leveled novels chosen by teachers	**Materials** www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com www.duolingo.com **White Twp** Being a Writer Making Meaning Vocabulary Workshop Zaner Bloser Spelling **Hope** Words their way Vocabulary their way Lucy Calkins Write Source **Belvidere** Journeys Quill Actively Learn Wevideo **Leveled Texts** Leveled novels chosen by teachers	**Materials** www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com www.duolingo.com **White Twp** Being a Writer Making Meaning Vocabulary Workshop Zaner Bloser Spelling **Hope** Words their way Vocabulary their way Lucy Calkins Write Source **Belvidere** Journeys Quill Actively Learn Wevideo **Leveled Texts** Leveled novels chosen by teachers	**Materials** www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com www.duolingo.com **White Twp** Being a Writer Making Meaning Vocabulary Workshop Zaner Bloser Spelling **Hope** Words their way Vocabulary their way Lucy Calkins Write Source **Belvidere** Journeys Quill Actively Learn Wevideo **Leveled Texts** Leveled novels chosen by teachers

| ASSESSMENTS | **Formative**
Teacher observation
Classroom discussions
Conferences
Collaboration
Grammar workbook
Pre-assessments
Quick Writes
Exit Cards
Journal Entries

Summative
Vocabulary Test
Spelling Test
Reading Comprehension
Grammar Tests
Book Reports

Benchmark
Writing Response
DRA
BAS
Dibels
Mapp Testing
NWEA MAP

Alternative
Graffiti Wall
Interviews
Google Classroom
Surveys
Reading Inventory
Multiple Intelligence | **Formative**
Teacher Observation
Classroom discussions
Conferences
Collaboration
Quick Writes
Exit Cards
Journal Entries
Google Classroom comments

Summative
Vocabulary Test
Spelling Test
Reading Comprehension
Grammar Tests
Narrative Writing
Book Reports

Benchmark

Alternative
QR codes
Podcast
Sentence starters
Illustrations
Posters
Create a book | **Formative**
Teacher Observation
Classroom discussions
Conferences
Collaboration
Quick Writes
Exit Cards
Journal Entries
Google classroom comments

Summative
Vocabulary Test
Spelling Test
Reading Comprehension
Grammar Tests
Book Reports

Benchmark

Alternative
Idiom poster project
Twister game
Posters
Illustrations
Dictionary Use | **Formative**
Teacher Observation
Classroom discussions
Conferences
Collaboration
Quick Writes
Exit Cards
Journal Entries
Google Classroom Comments

Summative
Vocabulary Test
Spelling Test
Reading Comprehension
Grammar Tests
Expository Writing
Book Reports

Benchmark
Writing Responses
DRA
BAS
Dibels
Mapp Testing
NWEA MAP

Alternative
Podcasts
Infomercial
Biography project
Advertisement
Interests box |

ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education
	– Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Multi-sensory presentation – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping **ELL** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing students to correct errors (looking for understanding) – Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Using computer word processing or voice to text spell check and grammar check features	– Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Multi-sensory presentation – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping **ELL** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing students to correct errors (looking for understanding) – Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Using computer word processing or voice to text spell check and grammar check features – Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk**	– Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Multi-sensory presentation – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping **ELL** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing students to correct errors (looking for understanding) – Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Using computer word processing or voice to text spell check and grammar check features – Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk**	– Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Multi-sensory presentation – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping **ELL** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing students to correct errors (looking for understanding) – Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Using computer word processing or voice to text spell check and grammar check features – Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk**

− Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** − Allowing students to correct errors (looking for understanding) − Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning − Allowing the use of note cards or open-book during testing − Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test − Marking students' correct and acceptable work, not the mistakes − Modifying tests to reflect selected objectives − Providing study guides -Using authentic assessments with real-life problem-solving − using videos, illustrations, pictures, and drawings to explain or clarify − Exploration by interest **Gifted and Talented** − Alternative formative and summative assessments	− Allowing students to correct errors (looking for understanding) − Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning − Allowing the use of note cards or open-book during testing − Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test − Marking students' correct and acceptable work, not the mistakes − Modifying tests to reflect selected objectives − Providing study guides -Using authentic assessments with real-life problem-solving − using videos, illustrations, pictures, and drawings to explain or clarify − Exploration by interest **Gifted and Talented** − Alternative formative and summative assessments − Choice boards − Guided Reading − Independent research and projects Interest groups − Project-based learning − Problem-based learning − Tiered activities/assignments − Tiered products	− Allowing students to correct errors (looking for understanding) − Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning − Allowing the use of note cards or open-book during testing − Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test − Marking students' correct and acceptable work, not the mistakes − Modifying tests to reflect selected objectives − Providing study guides -Using authentic assessments with real-life problem-solving − using videos, illustrations, pictures, and drawings to explain or clarify − Exploration by interest **Gifted and Talented** − Alternative formative and summative assessments − Choice boards − Guided Reading − Independent research and projects Interest groups − Project-based learning − Problem-based learning − Tiered activities/assignments − Tiered products	− Allowing students to correct errors (looking for understanding) − Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning − Allowing the use of note cards or open-book during testing − Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test − Marking students' correct and acceptable work, not the mistakes − Modifying tests to reflect selected objectives − Providing study guides -Using authentic assessments with real-life problem-solving − using videos, illustrations, pictures, and drawings to explain or clarify − Exploration by interest **Gifted and Talented** − Alternative formative and summative assessments − Choice boards − Guided Reading − Independent research and projects Interest groups − Project-based learning − Problem-based learning − Tiered activities/assignments − Tiered products

	– Choice boards – Guided Reading – Independent research and projects Interest groups – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products – Varying organizers for instructions **504** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Shortened assignments – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping	– Varying organizers for instructions **504** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Shortened assignments – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping	– Varying organizers for instructions **504** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Shortened assignments – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping	– Varying organizers for instructions **504** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Shortened assignments – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping
INTERDISCIPLINARY CONNECTIONS **21ST CENTURY SKILLS/THEMES (P21.ORG)** **TECHNOLOGY INTEGRATION** **CAREER EDUCATION (NJDOE CTE Clusters)**	**Interdisciplinary Connections** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes** – Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking	**Interdisciplinary Connections** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes** – Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving	**Interdisciplinary Connections** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes** – Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving	**Interdisciplinary Connections** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics – Technology – Visual and Performing Arts **21st Century Skills/ Themes** – Global Awareness – Civic Literacy – Health Literacy – Environmental Literacy – Creativity and Innovation – Critical Thinking – Problem Solving

– Problem Solving – Communication – Collaboration – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Use of Ipad – Use of Chromebook – Google classroom – Google slides – Podcasts – Kahoot – Quizlet – Quizizz – Newsela **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM – Transportation, Distribution & Logistics	– Communication – Collaboration – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Use of Ipad – Use of Chromebook – Google classroom – Google slides – Podcasts – Kahoot – Quizlet – Quizizz – Newsela **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	– Communication – Collaboration – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Use of Ipad – Use of Chromebook – Google classroom – Google slides – Podcasts – Kahoot – Quizlet – Quizizz – Newsela **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	– Communication – Collaboration – ICT (Information, Communication and Technology) Literacy **Technology Integration** – Use of Ipad – Use of Chromebook – Google classroom – Google slides – Podcasts – Kahoot – Quizlet – Quizizz – Newsela **Career Education** – Agriculture, Food & Natural Resources – Architecture & Construction – Arts, A/V Technology & Communications – Business Management & Administration – Education & Training – Finance – Government & Public Administration – Health Science – Hospitality & Tourism – Human Services – Information Technology – Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics
PACING-->	**UNIT #5** **4 Weeks** **(March)**	**UNIT #6** **4 Weeks** **(April)**	**UNIT #7** **6 Weeks** **(May)**

TOPIC/THEME AND OBJECTIVES	Reading Fiction Opinion/Argument Writing	Reading Poetry/Drama Poetry/Prose/Dramatic Writing	Independent Reading Research Writing	
	• Identify characteristics of a fictional narrative (creative story) by listening to or reading a variety of mentor texts. • Identify differences in authors' approaches to stories read aloud or in groups • Demonstrate the use of figurative language within narrative • Engage in collaborative small and whole group discussions about narrative writing text respected and established expectations • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • 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. • Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Describe how a narrator's or speaker's point of view	• Identify the elements of poetry. • Identify different types of poetry. • Communicate consistently and effectively to a variety of audiences for different purposes through an expressive oral presentation. • Respond critically to oral and visual information in a presentation. • Respond critically to oral and visual information by exploring and questioning the topic. • Understand elements of poetry such as metaphors, similes, personification, hyperbole, onomatopoeia, alliteration, idioms, etc. • Identify different types of poetry such as, haiku, cinquain, concrete, acrostic, etc. • Participate in group discussion about poetic techniques and figurative language. • Compare and contrast two or more characters or events in poetry and/or drama. • Recognize, explain the meaning, and use figurative language. • Create a multimedia component or visual display of main idea or theme. • Read classic and humorous poems, prose, drama. • Write responses to a variety of literature, poetry and/or drama. • Participate in group discussion about poetic techniques and figurative language.	• Self-select independent reading at appropriate reading level. • Read consistently and independently. • Reflect on reading. • Make connections (text-self, text-text, text-world) during and after reading. • Prepare and present information about self-selected texts to peers during a Book Café/Talk. • Listen, discuss and record information presented by peers. • Determine and discuss literary elements of a fiction novel with other students in the class. • Conduct research using print and digital materials. • Introduce a topic clearly. • Draw evidence from text to support a thesis. • Produce and publish a clear and concise two-page research paper. • Provide a concluding statement that supports the thesis. • Edit and revise.	

	influences how events are described. ● Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. ● Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● Draw evidence from literary or informational texts to support analysis, reflection, and research. ● How are logical opinion techniques used in writing to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's opinion? ● How does knowledge of an audience shape the writer's decisions in presenting an opinion? ● The purpose of opinion writing is to convince a reader to take a certain action or adopt a point of view by presenting valid reasoning and factual evidence which appeals to the emotions and self-interest of the reader. ● Knowledge of an audience helps the writer support their thesis with convincing arguments and effective counter arguments that address the opposing point of view, and possible concerns of their their reader.	● Compare and contrast two or more characters or events in poetry and/or drama. ● Recognize, explain the meaning, and use figurative language. ● Create a multimedia component or visual display of main idea or theme. ● Write a poem or drama.		
ESSENTIAL QUESTIONS &	**Reading**	**Reading**	**Reading**	

ENDURING UNDERSTANDINGS				
	• How does my understanding of literary elements increase my enjoyment of fiction, poetry and drama? • How is my understanding of a text deepen by my conversation with others? • How do I know which reading strategies are best to use when I am stuck? • How does reading, reflecting, and discussing what I read help me understand who I am? • Determining the meaning in text requires a curious learner to respond personally to the author's intent. • Confident readers are well equipped with complex reading strategies. **Writing** • Identify characteristics of effective opinion/persuasive writing by reading published and student mentor texts/models. • Determine an author's point of view in an opinion/persuasive text. • Identify main ideas and various types of supporting details in opinion/persuasive writing. Take a stand on a debatable issue	• How can poetry enrich our lives? • How can we express ourselves through poetry? • Poetry can create pictures and feelings by the written word. • Poetry can be used as a way to express oneself. **Writing** • How can poetry/drama be defined? • What are poetic/dramatic devices? • How are poetic/dramatic devices used to engage readers? • Poetry/Drama can give meaning to life lessons through theme and main idea.	• How does personal response to literature and non-fiction text contribute to my understanding? • How does in-person and online discussion of texts contribute to our growth as independent readers? • How does the purpose of a text influence the format and style of writing? • Reading expands our understanding of the world, its people and ourselves. • Sharing and discussing what we have read with peers can expose them to new and varied reading choices and deepen the understanding of all participants. • Effective communication relies on the usage of an accepted format and style. **Writing** • How does information literacy help me become an independent, lifelong learner? • How does my understanding of library organization effect how I access, evaluate and use information? • What are my responsibilities as a user of information? • Information literacy helps individuals become independent, lifelong learners.	

	- and recognize different points of view on the topic. - Write a detailed, organized multi-paragraph opinion/persuasive essay/letter with an introduction, thesis, topic sentences, supporting details, conclusion. - Apply evidence from text or resource to support analysis, reflection, and research. - Utilize a graphic organizer to plan and organize an opinion/persuasive letter/essay. - Provide a logical sequence in a multi-paragraph work and develop transitions between ideas. Use words, phrases, and clauses to clarify the relationships among claims and reasons. - Establish and maintain a formal style of presentation maintaining awareness of the intended audience. - Use peer/teacher conferencing, as well as a scoring rubric/checklist as a guide to revising writing. - Receive feedback on writing from peers and provide specific			

	feedback to other students. ● Revise writing based on peer conferences and teacher feedback. ● Apply standard English conventions as noted in Conventions Unit ● Review and edit work for spelling, usage, and clarity.			
STANDARDS	**Reading (R)** NJSLSA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Reading Literature (RL)** **NJSLSA.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.** **NJSLSA.RL.5.2** **Determine the key details in a story, drama or poem to identify the theme and to summarize the text.** NJSLSA.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). NJSLSA.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.	**Reading (R)** **NONE** **Reading Literature (RL)** **NJSLSA.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.** **NJSLSA.RL.5.2** **Determine the key details in a story, drama or poem to identify the theme and to summarize the text.** NJSLSA.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). NJSLSA.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. NJSLSA.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.	**Reading (R)** **NONE** **Reading Literature (RL)** **NJSLSA.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.** **NJSLSA.RL.5.2** **Determine the key details in a story, drama or poem to identify the theme and to summarize the text.** NJSLSA.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). NJSLSA.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. NJSLSA.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.	

	NJSLSA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. **NJSLSA.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.** **Reading Info Text (RI)** **NONE** **Reading Foundation Skills (RF)** NJSLSA.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. NJSLSA.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. NJSLSA.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. NJSLSA.RF.5.4.A Read on-level text with purpose and understanding. NJSLSA.RF.5.4.B	NJSLSA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. NJSLSA.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). **NJSLSA.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.** **Reading Info Text (RI)** **NJSLSA.RI.5.1** **Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** NJSLSA.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. **Reading Foundation Skills (RF)** NJSLSA.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.	NJSLSA.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. **NJSLSA.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.** **Reading Info Text (RI)** **NONE** **Reading Foundation Skills (RF)** NJSLSA.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. NJSLSA.RF.5.4.A Read on-level text with purpose and understanding. NJSLSA.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing (W)** NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W.5	

	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. NJSLSA.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing (W)** NJSLSA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. NJSLSA.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. **NJSLSA.W.5.1.B** **Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.**	NJSLSA.RF.5.4.A Read on-level text with purpose and understanding. NJSLSA.RF.5.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. NJSLSA.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Writing (W)** NJSLSA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. NJSLSA.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. NJSLSA.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. NJSLSA.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. NJSLSA.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **NJSLSA.W.5.2.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.** NJSLSA.W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **NJSLSA.W.5.2.C** **Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).** NJSLSA.W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	

	NJSLSA.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). **NJSLSA.W.5.1.D** **Provide a conclusion related to the opinion presented.** NJSLSA.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. **NJSLSA.W.5.7** **Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.** NJSLSA.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **NJSLSA.W.5.10** **Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **Speaking/Listening (SL)**	rewriting, or trying a new approach. NJSLSA.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. NJSLSA.W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). **NJSLSA.W.5.10** **Write routinely over extended time frames (time for research, reflection, metacognition/ self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **Speaking/Listening (SL)** 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. **NJSLSA.SL.5.1.A** **Explicitly draw on previously read text or material and other**	**NJSLSA.W.5.2.E** **Provide a conclusion related to the information of explanation presented.** NJSLSA.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **NJSLSA.W.5.6** **With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.** **NJSLSA.W.5.7** **Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.** NJSLSA.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. NJSLSA.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLSA.W.5.9.A Apply grade 5 Reading standards to literature (e.g., "Compare and	

	NJSLSA.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. **NJSLSA.SL.5.1.A** **Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.** NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. NJSLSA.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. NJSLSA.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **NJSLSA.SL.5.2** **Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).** NJSLSA.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**information known about the topic to explore ideas under discussion.** NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. NJSLSA.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. NJSLSA.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. NJSLSA.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. NJSLSA.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. NJSLSA.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **Language (L)** NJSLSA.L.5.2.E	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]"). **W.5.10** **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.** **Speaking/Listening (SL)** NJSLSA.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. **NJSLSA.SL.5.1.A** **Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.** NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. NJSLSA.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.	

	Language (L) **NONE**	Spell grade-appropriate words correctly, consulting references as needed. NJSLSA.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. NJSLSA.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. NJSLSA.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. NJSLSA.L.5.5.A Interpret figurative language, including similes and metaphors, in context. NJSLSA.L.5.5.A Recognize and explain the meaning of common idioms, adages, and proverbs. NJSLSA.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	NJSLSA.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **NJSLSA.SL.5.2** **Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).** **Language (L)** NJSLSA.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. NJSLSA.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed. NJSLSA.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. NJSLSA.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. NJSLSA.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. NJSLSA.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).	
INSTRUCTIONAL PROCEDURES	**Whole Group** Teacher Modeling Writing Conventions Anchor Charts Writing Process Peer editing Graphic Organizers Peer Editing Quoting from Texts Summarizing a text Presentations Research Grammar Reflections **Individual** Independent writing Conferences Self editing & revising Research **Small Groups** Peer editing Literacy Centers Collaborative writing	**Whole Group** Poetry Word Games Poetry Read Aloud Poet Study Elements of Poetry & Types of Poetry Figurative Language Song Lyrics Analysis Sidewalk Poetry Poem a day Analysis Literary Elements of Poetry Poem Anecdotal Notes **Individual** Micropoetry-Twitter Independent analysis Read Aloud Poetry Book Figurative Language **Small Groups** Peer Editing Collaborative Writing Illustration	**Whole Group** Teacher Modeling Research Writing Writing Conventions Anchor Charts Writing Process Peer editing Graphic Organizers Presentations Research Grammar Reflections Finding evidence to support answers Connections to the Text **Individual** Independent writing Conferences Self editing & revising Research **Small Groups** Peer editing Literacy Centers Collaborative writing Research Projects	

INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	**Materials** www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com www.duolingo.com **White Twp** Being a Writer Making Meaning Vocabulary Workshop Zaner Bloser Spelling **Hope** Words their way Vocabulary their way Lucy Calkins Write Source **Belvidere** Journeys Quill Actively Learn Wevideo Leveled Texts Leveled novels chosen by teachers	**Materials** www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com www.duolingo.com **White Twp** Being a Writer Making Meaning Vocabulary Workshop Zaner Bloser Spelling **Hope** Words their way Vocabulary their way Lucy Calkins Write Source **Belvidere** Journeys Quill Actively Learn Wevideo Leveled Texts Leveled novels chosen by teachers	**Materials** www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com www.duolingo.com **White Twp** Being a Writer Making Meaning Vocabulary Workshop Zaner Bloser Spelling **Hope** Words their way Vocabulary their way Lucy Calkins Write Source **Belvidere** Journeys Quill Actively Learn Wevideo Leveled Texts Leveled novels chosen by teachers	
ASSESSMENTS	**Formative** Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes **Summative** Spelling Tests Vocabulary Tests Reading Tests Book Reports	**Formative** Quick Writes Teacher Observations Classroom Discussions Entry journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes **Summative** Spelling Tests Vocabulary Tests Reading Tests Poetry Book Poetry Analysis	**Formative** Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes **Summative** Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion writing	

	Benchmark **Alternative** Illustration Video Podcast Google Slides	Book Reports **Benchmark** **Alternative** Video/Illustration Interpretation Poetry Book Poetry Google Slides	Book Reports **Benchmark** DRA BAS Dibels Writing Response Mapp Testing NWEA MAP **Alternative** Google Slides Research project	
ACCOMMODATIONS	**Special Education** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Multi-sensory presentation – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping **ELL** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning	**Special Education** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Multi-sensory presentation – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping **ELL** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing students to correct errors (looking for understanding)	**Special Education** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Multi-sensory presentation – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping **ELL** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify – allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing students to correct errors (looking for understanding)	

	– Allowing students to correct errors (looking for understanding) – Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Using computer word processing or voice to text spell check and grammar check features – Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing the use of note cards or open-book during testing – Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test – Marking students' correct and acceptable work, not the mistakes – Modifying tests to reflect selected objectives	– Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Using computer word processing or voice to text spell check and grammar check features – Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing the use of note cards or open-book during testing – Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test – Marking students' correct and acceptable work, not the mistakes – Modifying tests to reflect selected objectives – Providing study guides -Using authentic assessments with real-life problem-solving – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest	– Allowing the use of note cards or open-book during testing – Modifying tests to reflect selected objectives – Providing study guides – Using computer word processing or voice to text spell check and grammar check features – Using true/false, matching, or fill in the blank tests in lieu of essay tests **At Risk** – Allowing students to correct errors (looking for understanding) – Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning – Allowing the use of note cards or open-book during testing – Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test – Marking students' correct and acceptable work, not the mistakes – Modifying tests to reflect selected objectives – Providing study guides -Using authentic assessments with real-life problem-solving – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest	

	– Providing study guides -Using authentic assessments with real-life problem-solving – using videos, illustrations, pictures, and drawings to explain or clarify – Exploration by interest **Gifted and Talented** – Alternative formative and summative assessments – Choice boards – Guided Reading – Independent research and projects Interest groups – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products – Varying organizers for instructions **504** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Shortened assignments – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping	**Gifted and Talented** – Alternative formative and summative assessments – Choice boards – Guided Reading – Independent research and projects Interest groups – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products – Varying organizers for instructions **504** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Shortened assignments – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping	**Gifted and Talented** – Alternative formative and summative assessments – Choice boards – Guided Reading – Independent research and projects Interest groups – Project-based learning – Problem-based learning – Tiered activities/assignments – Tiered products – Varying organizers for instructions **504** – Printed copy of board work/notes provided – Additional time for skill mastery – Center-Based Instruction – Extended time on tests/ quizzes – Modified assignment & test format – Modified test content – Shortened assignments – Use open book, study guides, test prototypes – Exploration by interest – Flexible grouping	
INTERDISCIPLINARY CONNECTIONS **21ST CENTURY SKILLS/THEMES (P21.ORG)** **TECHNOLOGY INTEGRATION**	**Interdisciplinary Connections** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography,	**Interdisciplinary Connections** – English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics	**Interdisciplinary Connections** English Language Arts – Mathematics – Science and Scientific Inquiry (Next Generation) – Social Studies, including American History, World History, Geography, Government and Civics, and Economics	

| CAREER EDUCATION (NJDOE CTE Clusters) | Government and Civics, and Economics
– Technology
– Visual and Performing Arts

21st Century Skills/ Themes
– Global Awareness
– Civic Literacy
– Health Literacy
– Environmental Literacy
– Creativity and Innovation
– Critical Thinking
– Problem Solving
– Communication
– Collaboration
– ICT (Information, Communication and Technology) Literacy

Technology Integration
– Communication
– Use of Ipad
– Use of Chromebook
– Google classroom
– Google slides
– Podcasts
– Kahoot
– Quizlet
– Quizizz
– Newsela

Career Education
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– Architecture & Construction
– Arts, A/V Technology & Communications
– Business Management & Administration
– Education & Training
– Finance
– Government & Public Administration
– Health Science
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– Human Services
– Information Technology
– Law, Public Safety, Corrections & Security | |

	– Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	– Law, Public Safety, Corrections & Security – Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	– Manufacturing – Marketing – Science, Technology, Engineering & Mathematics (STEM) – Transportation, Distribution & Logistics	