BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 5

| PACING> | UNIT #1 | UNIT #2 | UNIT #3 | UNIT #4 |
|-------------------------------|--|---|---|--|
| | 4 Weeks | 7 Weeks | 4 Weeks | 8 Weeks |
| | (September) | (October) | (December) | (January) |
| TOPIC/THEME AND OBJECTIVES | Building a Community of Readers and Writers Select 'just right' | Fictional Organization/Literary Elements and Fictional Narratives Narrative Writing | Word Study Grammar and Usage (Writing) | Reading Non-Fiction/Informational Text and Non-Fiction Biography Expository Writing |
| | 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 | 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 | 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 | 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 |
| | 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. | 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). | 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 | 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 |

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

| | Deading | narrative through the use of word processing 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. | Deadling | speaker makes using the support of reasoning/inferring and textual evidence. 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 | Reading | Reading | Reading | Reading |
| QUESTIONS & ENDURING UNDERSTANDINGS | 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 | 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. | 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. | 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' | • Literature often demands | Why is it important to use | help comprehend the |
|--|---|--|---|
| 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. | 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. | 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. | 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) | Reading (R) | Reading (R) | Reading (R) |
|-----------|-----------------------------------|--------------------------------------|--------------------------------------|---------------------------------------|
| STANDARDS | NONE | NONE | NONE | NONE |
| | | | | |
| | Reading Literature (RL) | Reading Literature (RL) | Reading Literature (RL) | Reading Literature (RL) |
| | 3 | 3 | 3 1 1 1 1 () | NONE |
| | NJSLSA.RL.5.1 | NJSLSA.RL.5.1 | NJSLSA.RL.5.3 | - |
| | Quote accurately from a text, | Quote accurately from a text, | Compare and contrast two or more | Reading Info Text (RI) |
| | and make relevant | and make relevant connections | characters, settings, or events in a | J |
| | connections when explaining | when explaining what the text | story or drama, drawing on | NJSLSA.RI.5.1 |
| | what the text says explicitly | says explicitly and when | specific details in the text (e.g., | Quote accurately from a text |
| | and when drawing inferences | drawing inferences from the | how characters interact). | and make relevant connections |
| | from the text. | text. | | when explaining what the text |
| | <u></u> | | NJSLSA.RL.5.4 | says explicitly and when |
| | NJSLSA.RL.5.4 | NJSLSA.RL.5.2 | Determine the meaning of words | drawing inferences from the |
| | Determine the meaning of words | Determine the key details in a | and phrases as they are used in a | text. |
| | and phrases as they are used in | story, drama or poem to | text, including figurative language | <u>toxer</u> |
| | a text, including figurative | identify the theme and to | such as metaphors and similes. | NJSLSA.RI.5.2 |
| | language such as metaphors and | summarize the text. | such as metaphors and sinnes. | Determine two or more main ideas |
| | similes. | | Reading Info Text (RI) | of a text and explain how they are |
| | Sirmes. | NJSLSA.RL.5.3 | | supported by key details; |
| | NJSLSA.RL.5.10 | Compare and contrast two or more | NJSLSA.RI.5.4 | summarize the text. |
| | By the end of the year, read | characters, settings, or events in a | Determine the meaning of general | Summanze the text. |
| | and comprehend literature, | story or drama, drawing on | academic and domain-specific | NJSLSA.RI.5.3 |
| | including stories, dramas, | specific details in the text (e.g., | words and phrases in a text | Explain the relationships or |
| | and poems at grade level | how characters interact). | relevant to a grade 5 topic or | interactions between two or more |
| | text-complexity or above, | now characters interact). | subject area. | individuals, events, ideas, or |
| | with scaffolding as needed. | NJSLSA.RL.5.4 | Subject area. | concepts in a historical, scientific, |
| | with scallolding as needed. | Determine the meaning of words | Reading Foundation Skills (RF) | or technical text based on specific |
| | Reading Info Text (RI) | and phrases as they are used in a | Reading Foundation Skins (RF) | information in the text. |
| | NONE | text, including figurative language | NJSLSA.RF.5.3 | information in the text. |
| | NONE | such as metaphors and similes. | Know and apply grade-level | NJSLSA.RI.5.4 |
| | Reading Foundation Skills | such as metaphors and sinnes. | phonics and word analysis skills in | Determine the meaning of general |
| | (RF) | NJSLSA.RL.5.5 | decoding words. | academic and domain-specific |
| | NONE | Explain how a series of chapters, | decoding words. | words and phrases in a text |
| | NONE | scenes, or stanzas fits together to | NJSLSA.RF.5.3.A | relevant to a grade 5 topic or |
| | Writing (W) | provide the overall structure of a | Use combined knowledge of all | subject area. |
| | Writing (W) NJSLSA.W.5.4 | particular story, drama, or poem. | letter-sound correspondences, | |
| | Produce clear and coherent | particular story, urania, or poent. | syllabication patterns, and | NJSLSA.RI.5.5 |
| | writing in which the | NJSLSA.RL.5.6 | morphology (e.g., roots and | Compare and contrast the overall |
| | development and organization | Describe how a narrator's or | affixes) to read accurately | structure (e.g., chronology, |
| | are appropriate to task, purpose, | speaker's point of view influences | unfamiliar multisyllabic words in | comparison, cause/effect, |
| | and audience. | how events are described. | context and out of context. | problem/solution) of events, ideas, |
| | and dutience. | | | concepts, or information in two or |
| | NJSLSA.W.5.5 | NJSLSA.RL.5.7 | NJSLSA.RF.5.4.C | more texts. |
| | With guidance and support from | Analyze how visual and multimedia | Use context to confirm or | more texts. |
| | peers and adults, develop and | elements contribute to the | self-correct word recognition and | |
| | strengthen writing as needed by | meaning, tone, or beauty of a text | | |
| | strengthen writing as needed by | meaning, tone, or beauty of a text | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| planning, revising, editing, | (e.g., graphic novel, multimedia | understanding, rereading as | NJSLSA.RI.5.6 |
|--|---|---|---|
| rewriting, or trying a new | presentation of fiction, folktale, | necessary. | Analyze multiple accounts of the |
| approach. | myth, poem). | | same event or topic, noting |
| NJSLSA.W.5.9 | | Writing (W) | important similarities and |
| Draw evidence from literary or | NJSLSA.RL.5.9 | | differences in the point of view |
| informational texts to support | Compare, contrast and reflect | NJSLSA.W.5.5 | they represent. |
| analysis, reflection, and | on (e.g. practical knowledge, | With guidance and support from | |
| research. | historical/cultural context, and | peers and adults, develop and | NJSLSA.RI.5.7 |
| | background knowledge) the | strengthen writing as needed by | Draw on information from multiple |
| NJSLSA.W.5.10 | treatment of similar themes | planning, revising, editing, | print or digital sources, |
| Write routinely over | and topics (e.g., opposition of | rewriting, or trying a new | demonstrating the ability to locate |
| extended time frames (time | good and evil) and patterns of | approach. | an answer to a question quickly or |
| for research, reflection, and | events (e.g., the quest) in | | to solve a problem efficiently. |
| revision) and shorter time | stories, myths, and traditional | NJSLSA.W.5.10 | . , |
| frames (a single sitting or a | literature from different | Write routinely over extended | NJSLSA.RI.5.8 |
| day or two) for a range of | cultures. | time frames (time for research, | Explain how an author uses |
| tasks, purposes, and | | reflection, metacognition/ | reasons and evidence to support |
| audiences. | NJSLSA.RL.5.10 | self-correction and revision) | particular points in a text, |
| | By the end of the year, read | and shorter time frames (a | identifying which reasons and |
| Speaking/Listening (SL) | and comprehend literature, | single sitting or a day or two) | evidence support which point(s). |
| -p | including stories, dramas, and | for a range of | •••••••••••••••••••••••••••••••••••••• |
| NJSLSA.SL.5.1 | poems at grade level | discipline-specific tasks, | NJSLSA.RI.5.9 |
| Engage effectively in a range of | text-complexity or above, with | purposes, and audiences. | Integrate and reflect on (e.g. |
| | | | |
| collaborative discussions | | · · · · · · · · · · · · · · · · · · · | |
| collaborative discussions | scaffolding as needed. | | practical knowledge, |
| (one-on-one, in groups, and | scaffolding as needed. | Speaking/Listening (SL) | practical knowledge, historical/cultural context, and |
| (one-on-one, in groups, and teacher-led) with diverse | <u>scaffolding as needed.</u> Reading Info Text (RI) | Speaking/Listening (SL) | practical knowledge, historical/cultural context, and background knowledge) |
| (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and | scaffolding as needed. | Speaking/Listening (SL) NJSLSA.SL.5.1.A | practical knowledge, historical/cultural context, and background knowledge) information from several texts |
| (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas | <u>scaffolding as needed.</u> Reading Info Text (RI) NONE | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> | practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to |
| (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and | <u>scaffolding as needed.</u> Reading Info Text (RI) NONE Reading Foundation Skills (RF) | Speaking/Listening (SL) NJSLSA.SL.5.1.A Explicitly draw on previously read text or material and other | practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the |
| (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. | <u>scaffolding as needed.</u> Reading Info Text (RI) NONE | Speaking/Listening (SL) NJSLSA.SL.5.1.A Explicitly draw on previously read text or material and other information known about the | practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to |
| (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 | scaffolding as needed. Reading Info Text (RI) NONE Reading Foundation Skills (RF) NONE | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> | 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. |
| (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 | <u>scaffolding as needed.</u> Reading Info Text (RI) NONE Reading Foundation Skills (RF) | Speaking/Listening (SL) NJSLSA.SL.5.1.A Explicitly draw on previously read text or material and other information known about the | 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 |
| (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. <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and</u> | scaffolding as needed. Reading Info Text (RI) NONE Reading Foundation Skills (RF) NONE Writing (W) | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>discussion.</u> | 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 |
| (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 | scaffolding as needed. Reading Info Text (RI) NONE Reading Foundation Skills (RF) NONE Writing (W) NJSLSA.W.5.3 | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>discussion.</u> NJSLSA.SL.5.1.B | 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 |
| (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 | 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 | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>discussion.</u> NJSLSA.SL.5.1.B Follow agreed-upon rules for | 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 |
| (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 | 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 | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>discussion.</u> NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned | 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 |
| (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. <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and</u> <u>other information known</u> <u>about the topic to explore</u> <u>ideas under discussion.</u> | 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, | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>discussion.</u> NJSLSA.SL.5.1.B Follow agreed-upon rules for | 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 |
| (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. <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> read text or material and other information known about the topic to explore ideas under discussion. NJSLSA.SL.5.1.B | 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 | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>discussion.</u> NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. | 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. |
| (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 | 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, | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>discussion.</u> NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. NJSLSA.SL.5.1.C | 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 |
| (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 | 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. | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>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 | 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) |
| (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 | 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 | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>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 | 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 |
| (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. <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and</u> <u>other information known</u> <u>about the topic to explore</u> <u>ideas under discussion.</u> NJSLSA.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles. | 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 | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>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 | 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 |
| (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. <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and</u> <u>other information known</u> <u>about the topic to explore</u> <u>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 | 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 | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>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 | 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 |
| (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. <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and</u> <u>other information known</u> <u>about the topic to explore</u> <u>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 | 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; | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>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 | 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 |
| (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. <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and</u> <u>other information known</u> <u>about the topic to explore</u> <u>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 | 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 | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>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. | 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. |
| (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. <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and</u> <u>other information known</u> <u>about the topic to explore</u> <u>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 | 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; | Speaking/Listening (SL) <u>NJSLSA.SL.5.1.A</u> <u>Explicitly draw on previously</u> <u>read text or material and other</u> <u>information known about the</u> <u>topic to explore ideas under</u> <u>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 | 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 |

| and elaborate on the remarks of | NJSLSA.W.5.3.B | Review the key ideas expressed | Use combined knowledge of all |
|--|--------------------------------------|---------------------------------------|--|
| others. | Use narrative techniques, such as | and draw conclusions in light of | letter-sound correspondences, |
| | dialogue, description, and pacing, | information and knowledge gained | syllabication patterns, and |
| NJSLSA.SL.5.1.D | to develop experiences and events | from the discussions. | morphology (e.g., roots and |
| Review the key ideas expressed | or show the responses of | | affixes) to read accurately |
| and draw conclusions in light of | characters to situations. | Language (L) | unfamiliar multisyllabic words in |
| information and knowledge | | | context and out of context. |
| gained from the discussions. | NJSLSA.W.5.3.C | NJSLSA.L.5.1 | |
| <u>g</u> | Use a variety of transitional words, | Demonstrate command of the | NJSLSA.RF.5.4 |
| Language (L) | phrases, and clauses to manage | conventions of standard English | Read with sufficient accuracy and |
| | the sequence of events. | grammar and usage when writing | fluency to support comprehension. |
| NJSLSA.L.5.1 | | or speaking. | ······································ |
| Demonstrate command of the | NJSLSA.W.5.3.D | of op carried. | |
| conventions of standard English | Use concrete words and phrases | NJSLSA.L.5.1.A | NJSLSA.RF.5.4.A |
| grammar and usage when | and sensory details to convey | Explain the function of | Read on-level text with purpose |
| writing or speaking. | experiences and events precisely. | conjunctions, prepositions, and | and understanding. |
| ······································ | | interjections in general and their | y. |
| NJSLSA.L.5.2 | NJSLSA.W.5.3.E | function in particular sentences. | NJSLSA.RF.5.4.B |
| Demonstrate command of the | Provide a conclusion that follows | · · · · · · · · · · · · · · · · · · · | Read on-level prose and poetry |
| conventions of standard English | from the narrated experiences or | NJSLSA.L.5.1.B | orally with accuracy, appropriate |
| capitalization, punctuation, and | events. | Form and use the perfect (e.g., I | rate, and expression on successive |
| spelling when writing. | | had walked; I have walked; I will | readings. |
| -p | NJSLSA.W.5.4 | have walked) verb tenses. | |
| NJSLSA.L.5.4 | Produce clear and coherent writing | | NJSLSA.RF.5.4.C |
| Determine or clarify the meaning | in which the development and | NJSLSA.L.5.1.C | Use context to confirm or |
| of unknown and | organization are appropriate to | Use verb tense to convey various | self-correct word recognition and |
| multiple-meaning words and | task, purpose, and audience. | times, sequences, states, and | understanding, rereading as |
| phrases based on grade 5 | (Grade-specific expectations for | conditions. | necessary. |
| reading and content, choosing | writing types are defined in | | |
| flexibly from a range of | standards 1–3 above.) | NJSLSA.L.5.1.D | Writing (W) |
| strategies. | | Recognize and correct inappropriate | |
| | NJSLSA.W.5.5 | shifts in verb tense. | NJSLSA.W.5.1.A |
| NJSLSA.L.5.4.A | With guidance and support from | | Introduce a topic or text clearly, |
| Use context (e.g., cause/effect | peers and adults, develop and | NJSLSA.L.5.1.E | state an opinion, and create an |
| relationships and comparisons in | strengthen writing as needed by | Use correlative conjunctions (e.g., | organizational structure in which |
| text) as a clue to the meaning of | planning, revising, editing, | either/or, neither/nor). | ideas are logically grouped to |
| a word or phrase. | rewriting, or trying a new | | support the writer's purpose. |
| | approach. | NJSLSA.L.5.2 | |
| NJSLSA.L.5.4.C | | Demonstrate command of the | NJSLSA.W.5.2 |
| Consult reference materials | NJSLSA.W.5.6 | conventions of standard English | Write informative/explanatory |
| (e.g., dictionaries, glossaries, | With some guidance and | capitalization, punctuation, and | texts to examine a topic and |
| thesauruses), both print and | support from adults and peers, | spelling when writing. | convey ideas and information |
| digital, to find the pronunciation | use technology, including the | | clearly. |
| and determine or clarify the | Internet, to produce and | NJSLSA.L.5.2.A | |
| precise meaning of key words | publish writing as well as to | Use punctuation to separate items | NJSLSA.W.5.2.A |
| and phrases. | interact and collaborate with | in a series. | Introduce a topic clearly to |
| | others; demonstrate sufficient | | provide a focus and group |

| command of keyboarding skills | NJSLSA.L.5.2.B | related information logically; |
|-------------------------------------|---|---|
| to type a minimum of two | Use a comma to separate an | include text features such as |
| | | |
| pages in a single sitting. | introductory element from the rest | headings, illustrations, and |
| | of the sentence. | multimedia when useful to |
| NJSLSA.W.5.9.A | | aiding comprehension. |
| Apply grade 5 Reading standards | NJSLSA.L.5.2.C | |
| to literature (e.g., "Compare and | Use a comma to set off the words | |
| contrast two or more characters, | yes and no (e.g., Yes, thank you), | NJSLSA.W.5.2.B |
| settings, or events in a story or a | to set off a tag question from the | Develop the topic with facts, |
| drama, drawing on specific details | rest of the sentence (e.g., It's | definitions, concrete details, |
| in the text [e.g., how characters | true, isn't it?), and to indicate | quotations, or other information |
| interact]"). | direct address (e.g., Is that you, | and examples related to the topic. |
| interactj). | Steve?). | and examples related to the topic. |
| | Slever). | |
| NJSLSA.W.5.9.B | | NJSLSA.W.5.2.C |
| Apply grade 5 Reading standards | NJSLSA.L.5.2.D | Link ideas within paragraphs |
| to informational texts (e.g., | Use underlining, quotation marks, | and sections of information |
| "Explain how an author uses | or italics to indicate titles of works. | using words, phrases, and |
| reasons and evidence to support | | <u>clauses (e.g., <i>in contrast</i>,</u> |
| particular points in a text, | NJSLSA.L.5.2.E | especially). |
| identifying which reasons and | Spell grade-appropriate words | |
| evidence support which point[s]"). | correctly, consulting references as | NJSLSA.W.5.2.D |
| | needed. | Use precise language and |
| NJSLSA.W.5.10 | | domain-specific vocabulary to |
| Write routinely over extended | NJSLSA.L.5.3 | inform about or explain the topic. |
| time frames (time for research, | Use knowledge of language and its | morm about or explain the topic. |
| reflection, metacognition/ | conventions when writing, | NJSLSA.W.5.2.E |
| self-correction and revision) | speaking, reading, or listening. | Provide a conclusion related to |
| | speaking, reading, or listening. | |
| and shorter time frames (a | | the information of explanation |
| single sitting or a day or two) | NJSLSA.L.5.3.A | presented. |
| for a range of | Expand, combine, and reduce | |
| discipline-specific tasks, | sentences for meaning, | |
| purposes, and audiences. | reader/listener interest, and style. | NJSLSA.W.5.4 |
| | | Produce clear and coherent writing |
| Speaking/Listening (SL) | NJSLSA.L.5.4 | in which the development and |
| | Determine or clarify the meaning | organization are appropriate to |
| NJSLSA.SL.5.1 | of unknown and multiple-meaning | task, purpose, and audience. |
| Engage effectively in a range of | words and phrases based on grade | |
| collaborative discussions | 5 reading and content, choosing | NJSLSA.W.5.5 |
| (one-on-one, in groups, and | flexibly from a range of strategies. | With guidance and support from |
| teacher-led) with diverse partners | nexibly norm a range of scrategies. | peers and adults, develop and |
| | | |
| on grade 5 topics and texts, | NJSLSA.L.5.4.A | strengthen writing as needed by |
| building on others' ideas and | Use context (e.g., cause/effect | planning, revising, editing, |
| expressing their own clearly. | relationships and comparisons in | rewriting, or trying a new |
| | text) as a clue to the meaning of a | approach. |
| NJSLSA.SL.5.1.A | word or phrase. | |
| Explicitly draw on previously | | NJSLSA.W.5.6 |
| read text or material and other | NJSLSA.L.5.4.B | |

| information known about the | Use common, grade-appropriate | With some guidance and |
|---|-------------------------------------|------------------------------------|
| topic to explore ideas under | Greek and Latin affixes and roots | support from adults and peers, |
| discussion. | as clues to the meaning of a word | use technology, including the |
| | (e.g., photograph, | Internet, to produce and |
| NJSLSA.SL.5.1.B | photosynthesis). | publish writing as well as to |
| Follow agreed-upon rules for | | interact and collaborate with |
| discussions and carry out assigned | NJSLSA.L.5.4.C | others; demonstrate sufficient |
| roles. | Consult reference materials (e.g., | command of keyboarding skills |
| | dictionaries, glossaries, | to type a minimum of two |
| NJSLSA.SL.5.1.C | thesauruses), both print and | pages in a single sitting. |
| Pose and respond to specific | digital, to find the pronunciation | |
| questions by making comments | and determine or clarify the | NJSLSA.W.5.7 |
| that contribute to the discussion | precise meaning of key words and | Conduct short research |
| and elaborate on the remarks of | phrases. | projects that use several |
| others. | | sources to build knowledge |
| | NJSLSA.L.5.5 | through investigation of |
| NJSLSA.SL.5.1.D | Demonstrate understanding of | different perspectives of a |
| Review the key ideas expressed | figurative language, word | topic. |
| and draw conclusions in light of | relationships, and nuances in word | |
| information and knowledge gained | meanings. | NJSLSA.W.5.9.B |
| from the discussions. | | Apply grade 5 Reading standards |
| | NJSLSA.L.5.5.A | to informational texts (e.g., |
| NJSLSA.SL.5.2 | Interpret figurative language, | "Explain how an author uses |
| Summarize a written text read | including similes and metaphors, in | reasons and evidence to support |
| aloud or information presented | context. | particular points in a text, |
| in diverse media and formats | | identifying which reasons and |
| <u>(e.g., visually, quantitatively,</u> | NJSLSA.L.5.5.B | evidence support which point[s]"). |
| and orally). | Recognize and explain the | |
| | meaning of common idioms, | NJSLSA.W.5.10 |
| NJSLSA.SL.5.4 | adages, and proverbs. | Write routinely over extended |
| Report on a topic or text or | | time frames (time for research, |
| present an opinion, sequencing | NJSLSA.L.5.5.C | reflection, metacognition/ |
| ideas logically and using | Use the relationship between | self-correction and revision) |
| appropriate facts and relevant, | particular words (e.g., synonyms, | and shorter time frames (a |
| descriptive details to support main | antonyms, homographs) to better | single sitting or a day or two) |
| ideas or themes; speak clearly at | understand each of the words. | for a range of |
| an understandable pace. | | discipline-specific tasks, |
| | NJSLSA.L.5.6 | purposes, and audiences. |
| NJSLSA.SL.5.5 | Acquire and use accurately | |
| Include multimedia components | grade-appropriate general | Speaking/Listening (SL) |
| (e.g., graphics, sound) and visual | academic and domain-specific | |
| displays in presentations when | words and phrases, including those | NJSLSA.SL.5.1 |
| appropriate to enhance the | that signal contrast, addition, and | Engage effectively in a range of |
| development of main ideas or | other logical relationships (e.g., | collaborative discussions |
| themes. | however, although, nevertheless, | (one-on-one, in groups, and |
| | similarly, moreover, in addition). | teacher-led) with diverse partners |
| NJSLSA.SL.5.6 | | on grade 5 topics and texts, |
| | | J |

| Adapt speech to a variety of | building on others' ideas and |
|--------------------------------------|-------------------------------------|
| contexts and tasks, using formal | expressing their own clearly. |
| English when appropriate to task | |
| and situation. | NJSLSA.SL.5.1.A |
| | Explicitly draw on previously |
| Language (L) | read text or material and other |
| | information known about the |
| NJSLSA.L.5.1 | topic to explore ideas under |
| Demonstrate command of the | discussion. |
| conventions of standard English | |
| grammar and usage when writing | NJSLSA.SL.5.1.B |
| or speaking. | Follow agreed-upon rules for |
| | discussions and carry out assigned |
| NJSLSA.L.5.2 | roles. |
| Demonstrate command of the | |
| conventions of standard English | NJSLSA.SL.5.1.C |
| capitalization, punctuation, and | Pose and respond to specific |
| spelling when writing. | questions by making comments |
| NJSLSA.L.5.3 | that contribute to the discussion |
| Use knowledge of language and its | and elaborate on the remarks of |
| conventions when writing, | others. |
| speaking, reading, or listening. | |
| | NJSLSA.SL.5.1.D |
| NJSLSA.L.5.4 | Review the key ideas expressed |
| Determine or clarify the meaning | and draw conclusions in light of |
| of unknown and multiple-meaning | information and knowledge gained |
| words and phrases based on grade | from the discussions. |
| 5 reading and content, choosing | |
| flexibly from a range of strategies. | NJSLSA.SL.5.2 |
| | Summarize a written text read |
| NJSLSA.L.5.4.A | aloud or information presented |
| Use context (e.g., cause/effect | in diverse media and formats |
| relationships and comparisons in | (e.g., visually, quantitatively, |
| text) as a clue to the meaning of a | and orally). |
| word or phrase. | |
| | NJSLSA.SL.5.4 |
| NJSLSA.L.5.4.B | Report on a topic or text or |
| Use common, grade-appropriate | present an opinion, sequencing |
| Greek and Latin affixes and roots | ideas logically and using |
| as clues to the meaning of a word | appropriate facts and relevant, |
| (e.g., <i>photograph,</i> | descriptive details to support main |
| photosynthesis). | ideas or themes; speak clearly at |
| | an understandable pace. |
| NJSLSA.L.5.4.C | |
| Consult reference materials (e.g., | NJSLSA.SL.5.5 |
| dictionaries, glossaries, | Include multimedia components |
| thesauruses), both print and | (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., <i>however, although, nevertheless,</i> <i>similarly, moreover, in addition</i>). | 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 |
|--|--|--|
| | | flexibly from a range of strategies. |

| | | | | 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). |
| INCIDUCTIONAL | Whole Group | Whole Group | Whole Group | Whole Group |
| 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 | 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 | Whole GroupTeacher ModelingInfographicsText Feature Scavenger HuntFigurative languageAnchor ChartsMentor TextsRead aloudsResearchAnecdotal NotesQuick WritesDictionary UseIndependent ReadingConferencesIndependent Writing | Whole GroupTeacher ModelingInformational writingWriting ConventionsAnchor ChartsWriting ProcessPeer editingText FeaturesComparing and Contrastingnonfiction articlesGraphic OrganizersPeer EditingPresentationsResearchGrammarReflectionsQuick WritesExpository Writing |

| | 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 | Utilizing technology to produce Editing and Revisions Independent Writing Independent Reading Conferences Self Editing & Revising Stop & Jot <u>Small Groups</u> Peer Editing Leveled reading Literacy Centers Collaborative Writing Novel engineering | Literacy Centers Novel Engineering | Discovering and distinguishing major and minor details 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.kidbloq.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 | Materials www.newslea.com www.readworks.orq www.kidbloq.orq www.edmodo.com Google Earth www.powtoon.com www.flipqrid.com www.duolingo.com White Twp Being a Writer Making Meaning Vocabulary Workshop Zaner Bloser Spelling | Materials www.newslea.com www.readworks.org www.kidbloq.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 | Materials www.newslea.com www.readworks.org www.kidbloq.org www.edmodo.com Google Earth www.powtoon.com www.flipqrid.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 | Hope Words their way Vocabulary their way Lucy Calkins Write Source Belvidere Journeys Quill Actively Learn Wevideo Leveled Texts Leveled novels chosen by teachers | Hope Words their way Vocabulary their way Lucy Calkins Write Source Belvidere Journeys Quill Actively Learn Wevideo Leveled Texts Leveled novels chosen by teachers | 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 | Formative | Formative | Formative |
|-------------|-----------------------|---------------------------|---------------------------|---------------------------|
| | Teacher observation | Teacher Observation | Teacher Observation | Teacher Observation |
| | Classroom discussions | Classroom discussions | Classroom discussions | Classroom discussions |
| | Conferences | Conferences | Conferences | Conferences |
| | Collaboration | Collaboration | Collaboration | Collaboration |
| | Grammar workbook | Quick Writes | Quick Writes | Quick Writes |
| | Pre-assessments | Exit Cards | Exit Cards | Exit Cards |
| | Quick Writes | Journal Entries | Journal Entries | Journal Entries |
| | Exit Cards | Google Classroom comments | Google classroom comments | Google Classroom Comments |
| | Journal Entries | | | - |
| | | Summative | Summative | Summative |
| | Summative | Vocabulary Test | Vocabulary Test | Vocabulary Test |
| | Vocabulary Test | Spelling Test | Spelling Test | Spelling Test |
| | Spelling Test | Reading Comprehension | Reading Comprehension | Reading Comprehension |
| | Reading Comprehension | Grammar Tests | Grammar Tests | Grammar Tests |
| | Grammar Tests | Narrative Writing | Book Reports | Expository Writing |
| | Book Reports | Book Reports | | Book Reports |
| | | | Benchmark | |
| | <u>Benchmark</u> | Benchmark | | Benchmark |
| | Writing Response | | Alternative | Writing Responses |
| | DRA | Alternative | Idiom poster project | DRA |
| | BAS | QR codes | Twister game | BAS |
| | Dibels | Podcast | Posters | Dibels |
| | Mapp Testing | Sentence starters | Illustrations | Mapp Testing |
| | NWEA MAP | Illustrations | Dictionary Use | NWEA MAP |
| | | Posters | | |
| | Alternative | Create a book | | Alternative |
| | Graffiti Wall | | | Podcasts |
| | Interviews | | | Infomercial |
| | Google Classroom | | | Biography project |
| | Surveys | | | Advertisement |
| | Reading Inventory | | | Interests box |
| | Multiple Intelligence | | | |

| ACCOMMODATIONS Special Education Special Education - Printed copy of board work/notes provided - Additional time for skill meansatey - Printed copy of board work/notes provided - Additional time for skill meansatey - Additonal time for skill meansatey - Additin | |
|---|------------|
| work/notes providedwork/notes providedwork/notes providedwork/notes provided- Additional time for skill- Additional time for skill- Additional time for skill- Additional time for skill- Center-Based Instruction- Extended time on tests/- Extended time on tests/- Additional time for skill- Extended time on tests/- Extended time on tests/- Extended time on tests/- Extended time on tests/- Modified test content- Multi-sensory presentation- Use open book, study guides, test prototypes- Exploration by interest- Exploration by interest- Exploration by interest- Flexible grouping- 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 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, sideshows, videos, etc.) to demonstrate student's learning- Allowing students to correct errors (looking for understanding)- Allowing students to correct errors (look | |
| 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, timelines, drawings to explain or clarify allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information. Using videos, timelines, drawings to explain or clarify allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, timelines, drawings, charts, graphs, sideshows, videos, etc.; to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing students to correct errors (looking for understanding) Teaching key aspects of a timelines, demonstrations, models, drawings, charts, graphs, sideshows, videos, etc.; to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing tests to reflect Allowing tests to reflect Allowing tests to reflect Allowing tests to reflect Allowing tes | |
| mastery Center-Based Instruction Extended time on tests/ quizzes Modified assignment & test format Modified test content 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, slideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for 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 Allowing students to correct err | nactory |
| 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 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, silideshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for Allowing students to correct Allowing students to correct Allowing students to | |
| Extended time on tests/ quizzes Modified assignment & test format Modified assignment & test format 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, timelines, demonstrations, goster boards, charts, graphs, sildeshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Eliminate nonessential information Using videos, timelines, demonstrations, goster boards, charts, graphs, sildeshows, videos, etc.) to demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing students to correct errors (looking for Allowing students to correct errors (looking for Allowing students to correct errors (looking for Allowing students | |
| quizzes - Modified test content - Multi-sensory presentation - Multi-sensory presentation - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible groupingformat - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible groupingformat - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible groupingformat - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Flexible groupingformat - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Flexible groupingformat - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible groupingformat - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible groupingformat- Allowing students to correct errors (looking for understanding)- Allowing students to correct errors (looking for understanding, - 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)format - Multi-sensory presentation - Multi-sensory presentation - Use open book, study guides, test prototypes - ELL - Allowing students to correct errors (looking for understanding)format - Multi-sensory presentation - Multi-sensory presentation - Multi-sensory | • |
| Modified assignment & test format Modified test content Multi-sensory presentation Use open book, study guides, test prototypes Exploration by interest Flexible grouping 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 allowing students to correct errors (looking for allowing products (projects, timelines, demonstrations, models, drawings, dioramas, models, drawings, dioramas, models, drawings tudents to correct errors (looking for Allowing students to correct errors (looking for Allowing students to correct errors (looking for allowing products (projects, timelines, demonstrations, models, drawings, dioramas, models, drawings tudents to correct errors (looking for Allowing students to correct errors (looking for Allowing tudents to correct All | est |
| format- Multi-sensory presentation - Modified test content - Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Use open book, study guides, test prototypes - Exploration by interest - Flexible grouping- Multi-sensory presentation - Moliving studens to c | |
| Modified test content Multi-sensory presentation Use open book, study guides, test prototypes Exploration by interest Flexible grouping 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, sildeshows, videos, etc.) to demonstrate students's learning Allowing students to correct errors (looking for allowing students to correct errors (looking for allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, sildeshows, videos, etc.) to demonstrate students's learning Allowing students to correct errors (looking for allowing students to correct errors (looking for allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, sildeshows, videos, etc.) to demonstrate students's learning Allowing students to correct errors (looking for allowing tudents to reflect allowing the use of note cards or open-book during testing Allowing students to reflect | ~ ~ |
| Multi-sensory presentation We 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, demonstrate student's learning 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, demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing students to correct errors (looking for understanding) Allowing products (projects, timelines, demonstrate student's learning Allowing students to correct errors (looking for understanding) Allowing tetus to reflect Allowing tetus to reflect<!--</th--><th></th> | |
| 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, sildeshows, 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 understanding) Allowing tests to reflect Modifying tests to reflect | nues, |
| Flexible grouping Flexible grouping< | |
| Exploration by interest 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, slideshows, videos, etc.) to demonstrate student's learning 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, 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 tests to reflect Allowing the use of note cards or open-book during tests to reflect | |
| Flexible grouping Flexible grouping Flexible grouping Flexible grouping Flexible grouping ELL Allowing students to correct errors (looking for understanding) Teaching key aspects of a topic Liminate 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 Allowing students to correct errors (looking for 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 Allowing students to correct errors (looking for Allowing students to correct errors (looking for 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 Allowing students to correct Allowing students to correct errors (looking for Allowing students to correct Allowing students to corref | |
| ELL - Allowing students to correct errors (looking for understanding)- Allowing students to correct errors (looking for | |
| ELL- Allowing students to correct errors (looking for understanding)errors (l | roct |
| 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 students to correct errors (looking for Allowing tudents to correct errors (looking for Allowing testing Allowing tests to reflect | lect |
| 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) Modifying tests to reflect 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 Allowing students to correct errors (looking for Allowing students to correct errors (looking for Allowing students to correct errors (looking for Allowing students to correct errors (looking for Allowing students to correct errors (looking for Modifying tests to reflect Modifying tests to reflect | |
| understanding)Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarifyEliminate nonessential information Using videos, illustrations, pictures, and drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student | a tonic |
| 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 texts to reflect Modifying tests to reflect Modifying tests to reflect Information Using videos, information Using videos, illustrations, pictures, and drawings to explain or clarify allowing texts to reflect Information Using videos, illustrations, pictures, and drawings to explain or clarify allowing texts to reflect Information Using videos, illustrations, pictures, and drawings to explain or clarify allowing texts to reflect | a topic |
| 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 learningillustrations, 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 learningillustrations, 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 learningillustrations, 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 learningillustrations, 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 learningillustrations, pictures, and drawings to explain or clarify - allowing the use of note cards or open-book during testing - Allowing the use of note cards or open-book during testing - Modifying tests to reflectillustrations, pictures, and drawings to explain or clarify - allowing test to reflect- Allowing the use of note open-book during testing understanding)- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing test to reflect- A | |
| information Using videos, illustrations, pictures, and drawings to explain or clarifydrawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningdrawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningdrawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningdrawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningdrawings to explain or clarify - allowing products (projects, timelines, demonstrate, graphs, slideshows, videos, etc.) to demonstrate student's learningdrawings to explain or clarify - allowing students to correct errors (looking for understanding)- allowing students to correct errors (looking for understanding)- Allowing students to correct open-book during testing - Allowing the use of note cards or open-book during testing - Modifying tests to reflect- allowing tests to reflect- allowing to explain or clarify - allowing | |
| 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 for understanding) Allowing students to reflect allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to Allowing students to correct errors (looking for understanding) Allowing for Allowing for Allowing tests to reflect allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to Allowing students to correct errors (looking for Allowing tests to reflect Modifying tests to reflect | |
| drawings to explain or clarify - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's errors (looking for understanding)timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningtimelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning- Allowing students to correct erro | |
| allowing products (projects, timelines, demonstrations, models, drawings, dioramas, dioramas, dioramas, dioramas, dioramas, dioramas, dioramas, 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 students to correct errors (looking for understanding) Allowing for understanding) Allowing the use of note cards or open-book during testing understanding) Allowing tests to reflect | |
| timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learningposter boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning- Allowing students to correct errors (looking for understanding)- Allowing students to correct open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note open-book during testing - Modifying tests to reflect- Allowing tests to reflect- Allowing tests to reflect | |
| models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student'sslideshows, videos, etc.) to demonstrate student's learningslideshows, videos, etc.) to demonstrate student'sslideshows, videos, etc.)slideshows, videos, etc.)- Allowing students to correct errors (looking for understanding)- Allowing students to correct open-book during testing open-book during testing - Modifying tests to reflect- Allowing the use of note open-book during testing - Modifying tests to reflect- Allowing tests to reflect- Allowing tests to reflect | |
| poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student'sdemonstrate student's learningdemonstrate student's learning- Allowing students to correct learning- Allowing students to correct errors (looking for understanding)- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing student's learning - Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing student's learning - Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing student's learning - Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking tests to reflect | |
| 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 students to correct errors (looking for understanding)- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect- Allowing students to correct errors (looking for open-book during testing - Modifying tests to reflect | |
| demonstrate student'serrors (looking for understanding)errors (looking for understanding)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- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect | |
| learningunderstanding)understanding)understanding)- Allowing students to correct errors (looking for understanding)- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect- Allowing the use of note cards or open-book during testing - Modifying tests to reflect | |
| Allowing students to correct errors (looking for understanding) Allowing the use of note cards or open-book during testing Allowing the use of note cards or open-book during testing Allowing the use of note cards or open-book during testing Modifying tests to reflect Modifying tests to reflect | |
| errors (looking for understanding)open-book during testing – Modifying tests to reflectopen-book during testing – Modifying tests to reflectopen-book during testing – Modifying tests to reflect | cards or |
| understanding) – Modifying tests to reflect – Modifying tests to reflect – Modifying tests to reflect | |
| | |
| | |
| or open-book during testing – Providing study guides – Providing study guides – Providing study guides | |
| - Modifying tests to reflect - Using computer word processing - Us | ocessing |
| selected objectives or voice to text spell check and or voice to text spell check and or voice to text spell check and | |
| Providing study guides grammar check features grammar check features | |
| - Using computer word - Using true/false, matching, or fill - Using tr | |
| processing or voice to text in the blank tests in lieu of essay in the blank tests in lieu of essay in the blank tests in lieu | |
| spell check and grammar tests tests tests tests tests | 0. 0000y |
| check features | |
| | |
| At Risk At Risk At Risk | |

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

| | - Choice boards | Varying organizers for | Varying organizers for | Varying organizers for |
|-------------------|--|---|--|---|
| | - Guided Reading | instructions | instructions | instructions |
| | Independent research and | | | |
| | projects Interest groups | <u>504</u> | <u>504</u> | <u>504</u> |
| | Project-based learning | Printed copy of board | Printed copy of board | Printed copy of board |
| | Problem-based learning | work/notes provided | work/notes provided | work/notes provided |
| | Tiered activities/assignments | Additional time for skill mastery | Additional time for skill mastery | Additional time for skill mastery |
| | Tiered products | Center-Based Instruction | Center-Based Instruction | Center-Based Instruction |
| | Varying organizers for | Extended time on tests/ guizzes | - Extended time on tests/ quizzes | - Extended time on tests/ quizzes |
| | instructions | Modified assignment & test | Modified assignment & test | Modified assignment & test |
| | | format | format | format |
| | 504 | Modified test content | Modified test content | Modified test content |
| | - Printed copy of board | Shortened assignments | Shortened assignments | Shortened assignments |
| | work/notes provided | - Use open book, study guides, | - Use open book, study guides, | - Use open book, study guides, |
| | Additional time for skill | test prototypes | test prototypes | test prototypes |
| | mastery | - Exploration by interest | - Exploration by interest | Exploration by interest |
| | Center-Based Instruction | Flexible grouping | Flexible grouping | Flexible grouping |
| | - 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 | Interdisciplinary Connections | Interdisciplinary Connections | Interdisciplinary Connections | Interdisciplinary Connections |
| CONNECTIONS | – English Language Arts | - English Language Arts | – English Language Arts | - English Language Arts |
| CONNECTIONS | – Mathematics | – Mathematics | – Mathematics | – Mathematics |
| | Science and Scientific Inquiry | Science and Scientific Inquiry | Science and Scientific Inquiry | Science and Scientific Inquiry |
| 21ST CENTURY | (Next Generation) | (Next Generation) | (Next Generation) | (Next Generation) |
| SKILLS/THEMES | - Social Studies, including | - Social Studies, including | - Social Studies, including | - Social Studies, including |
| (P21.ORG) | American History, World | American History, World History, | American History, World History, | American History, World History, |
| (12110100) | History, Geography, | Geography, Government and | Geography, Government and | Geography, Government and |
| | Government and Civics, and | Civics, and Economics | Civics, and Economics | Civics, and Economics |
| TECHNOLOGY | Economics | - Technology | - Technology | - Technology |
| INTEGRATION | – Technology | Visual and Performing Arts | Technology Visual and Performing Arts | Visual and Performing Arts |
| | Visual and Performing Arts | | | |
| CAREER | | 21st Century Skills/ Themes | 21st Century Skills/ Themes | 21st Century Skills/ Themes |
| | 21 ct Contury Skills / Thomas | – Global Awareness | – Global Awareness | – Global Awareness |
| EDUCATION | 21st Century Skills/ Themes Global Awareness | | | |
| (NJDOE CTE | | - Civic Literacy | - Civic Literacy | - Civic Literacy |
| Clusters) | - Civic Literacy | - Health Literacy | - Health Literacy | - Health Literacy |
| | - Health Literacy | - Environmental Literacy | - Environmental Literacy | - Environmental Literacy |
| | - Environmental Literacy | - Creativity and Innovation | - Creativity and Innovation | - Creativity and Innovation |
| | - Creativity and Innovation | - Critical Thinking | - Critical Thinking | - Critical Thinking |
| | - Critical Thinking | - Problem Solving | - Problem Solving | - Problem Solving |

| (STEM – Transportation, Distribution & Logistics | - Transportation, Distribution & Logistics | Transportation, Distribution & Logistics | Transportation, Distribution & Logistics |
|---|--|--|--|
| - Science, Technology, Engineering & Mathematics | Engineering & Mathematics (STEM) | Engineering & Mathematics (STEM) | Engineering & Mathematics (STEM) |
| – Manufacturing – Marketing | Marketing Science, Technology, | Marketing Science, Technology, | Marketing Science, Technology, |
| Corrections & Security | – Manufacturing | – Manufacturing | – Manufacturing |
| Information Technology Law, Public Safety, | Law, Public Safety, Corrections & Security | Law, Public Safety, Corrections & Security | Law, Public Safety, Corrections & Security |
| - Human Services | - Information Technology | - Information Technology | - Information Technology |
| - Hospitality & Tourism | - Human Services | – Human Services | - Human Services |
| - Health Science | - Hospitality & Tourism | - Hospitality & Tourism | - Hospitality & Tourism |
| Administration | Administration – Health Science | Administration – Health Science | Administration – Health Science |
| Finance Government & Public | - Government & Public | - Government & Public | - Government & Public |
| - Education & Training | - Finance | – Finance | – Finance |
| Administration | - Education & Training | - Education & Training | - Education & Training |
| – Business Management & | Administration | Administration | Administration |
| Arts, A/V Technology & Communications | Communications – Business Management & | Communications – Business Management & | Communications Business Management & |
| - Architecture & Construction | - Arts, A/V Technology & | - Arts, A/V Technology & | Arts, A/V Technology & Communications |
| Resources | - Architecture & Construction | - Architecture & Construction | - Architecture & Construction |
| Agriculture, Food & Natural | Resources | Resources | Resources |
| Career Education | Agriculture, Food & Natural | Agriculture, Food & Natural | Agriculture, Food & Natural |
| | Career Education | Career Education | Career Education |
| – Newsela | - Newseid | | - Newseia |
| – Quiziet – Quizizz | – Quizizz – Newsela | – Quizizz – Newsela | – Quizizz – Newsela |
| – Kahoot – Ouizlet | – Quizlet – Ouizizz | – Quizlet – Quizizz | – Quizlet – Quizizz |
| - Podcasts | - Kahoot | - Kahoot | - Kahoot |
| - Google slides | - Podcasts | – Podcasts | – Podcasts |
| Google classroom | Google slides | Google slides | Google slides |
| – Use of Chromebook | - Google classroom | – Google classroom | Google classroom |
| – Use of Ipad | – Use of Chromebook | – Use of Chromebook | - Use of Chromebook |
| Technology Integration | <u>Technology Integration</u> – Use of Ipad | Technology Integration – Use of Ipad | Technology Integration – Use of Ipad |
| Technology) Literacy | Technology Integration | Technology Integration | To shu alo ay Into avation |
| Communication and | Literacy | Literacy | Literacy |
| – ICT (Information, | Communication and Technology) | Communication and Technology) | Communication and Technology) |
| - Collaboration | ICT (Information, | ICT (Information, | ICT (Information, |
| Problem Solving Communication | Communication Collaboration | Communication Collaboration | Communication Collaboration |

| 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 | Writing 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, | 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. | | |
|--------------------------|---|---|---------|--|
| | 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. | | | |
| ESSENTIAL QUESTIONS & | Reading | Reading | Reading | |

| ENDURING How dees my understanding of literary elements increases my enjoyment of fiction, poetry and drama? How is my understanding of a text deepen by my conversation with others? How can poetry (drama be way to express oneself. Writing How does reading, reflecting, and stuck? How can poetry/drama be defined? Poetry/Drama can give meaning to life lessons through theme and main idee. Poetry/Drama can give meaning to life lessons through theme and main idee. Sharing and discussing what we have read with perschama. Bothermine mathor's point of view in an opinion/persuasive writing by reading published and student mentor texts/models. Determine an author's point of view in an opinion/persuasive text. Sharing and discussing what the new presonsolibilities as a user of information? Writing How does information? How does information? How does information? How does information? |
|---|
| Identify main ideas and various types of supporting details in opinion/persuasive Identify main ideas and individuals become independent, lifelong learners. |

| | and recognize different | |
|---|--------------------------|--|
| | points of view on the | |
| | topic. | |
| • | Write a detailed, | |
| | organized | |
| | multi-paragraph | |
| | opinion/persuasive | |
| | 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) | Reading (R) | Reading (R) | |
| | NJSLSA.R.3 | NONE | NONE | |
| | Analyze how and why | | | |
| | individuals, events, and ideas | Reading Literature (RL) | Reading Literature (RL) | |
| | develop and interact over the | NJSLSA.RL.5.1 | NJSLSA.RL.5.1 | |
| | course of a text. | Quote accurately from a text, | Quote accurately from a text, | |
| | | and make relevant connections | and make relevant connections | |
| | Reading Literature (RL) | when explaining what the text | when explaining what the text | |
| | NJSLSA.RL.5.1 | says explicitly and when | says explicitly and when | |
| | Quote accurately from a text, | drawing inferences from the | drawing inferences from the | |
| | and make relevant | text. | text. | |
| | connections when explaining | | | |
| | what the text says explicitly | NJSLSA.RL.5.2 | NJSLSA.RL.5.2 | |
| | and when drawing inferences | Determine the key details in a | Determine the key details in a | |
| | from the text. | story, drama or poem to | story, drama or poem to | |
| | <u></u> | identify the theme and to | identify the theme and to | |
| | NJSLSA.RL.5.2 | summarize the text. | summarize the text. | |
| | Determine the key details in | <u>ourmanie the texti</u> | <u>building</u> the text | |
| | a story, drama or poem to | NJSLSA.RL.5.3 | NJSLSA.RL.5.3 | |
| | identify the theme and to | Compare and contrast two or more | Compare and contrast two or more | |
| | summarize the text. | characters, settings, or events in a | characters, settings, or events in a | |
| | <u>summarize the text.</u> | story or drama, drawing on | story or drama, drawing on | |
| | NJSLSA.RL.5.3 | specific details in the text (e.g., | specific details in the text (e.g., | |
| | Compare and contrast two or | how characters interact). | how characters interact). | |
| | more characters, settings, or | now characters interact). | now characters interact). | |
| | events in a story or drama, | NJSLSA.RL.5.4 | NJSLSA.RL.5.4 | |
| | drawing on specific details in the | Determine the meaning of words | Determine the meaning of words | |
| | text (e.g., how characters | and phrases as they are used in a | and phrases as they are used in a | |
| | interact). | text, including figurative language | text, including figurative language | |
| | | such as metaphors and similes. | such as metaphors and similes. | |
| | NJSLSA.RL.5.5 | such as metaphors and similes. | such as metaphors and similes. | |
| | Explain how a series of chapters, | NJSLSA.RL.5.5 | NJSLSA.RL.5.5 | |
| | | | | |
| | scenes, or stanzas fits together | Explain how a series of chapters, | Explain how a series of chapters, | |
| | to provide the overall structure | scenes, or stanzas fits together to | scenes, or stanzas fits together to | |
| | of a particular story, drama, or | provide the overall structure of a | provide the overall structure of a | |
| | poem. | particular story, drama, or poem. | 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.5.6 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 | 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, | |
|---|--|--|--|
| NJSLSA.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, | meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. | |
| and poems at grade level text-complexity or above, with scaffolding as needed. | NJSLSA.RL.5.10 By the end of the year, read and comprehend literature, | Reading Info Text (RI) NONE | |
| Reading Info Text (RI) NONE | including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. | Reading Foundation Skills (RF) NJSLSA.RF.5.3.A Use combined knowledge of all letter-sound correspondences, | |
| Reading Foundation Skills (RF) NJSLSA.RF.5.3 Know and apply grade-level phonics and word analysis skills | Reading Info Text (RI) <u>NJSLSA.RI.5.1</u> <u>Quote accurately from a text</u> <u>when explaining what the text</u> | syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | |
| in decoding words. NJSLSA.RF.5.3.A Use combined knowledge of all letter-sound correspondences, | says explicitly and when drawing inferences from the text. NJSLSA.RI.5.4 | NJSLSA.RF.5.4.A Read on-level text with purpose and understanding. | |
| syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | 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.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | |
| NJSLSA.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. | Reading Foundation Skills (RF) NJSLSA.RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and | Writing (W) NJSLSA.W.4 Produce clear and coherent writing in which the development, organization, and style are | |
| NJSLSA.RF.5.4.A Read on-level text with purpose and understanding. | morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | appropriate to task, purpose, and audience. NJSLSA.W.5 | |
| NJSLSA.RF.5.4.B | | | |

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

| | rewriting, or trying a new | NJSLSA.W.5.2.E | |
|--|---|--|--|
| NJSLSA.W.5.1.C | approach. | Provide a conclusion related to | |
| Link opinion and reasons using | | the information of explanation | |
| | NJSLSA.W.5.6 | | |
| words, phrases, and clauses (e.g., consequently, specifically). | With some guidance and support | presented. | |
| (e.g., consequenciy, specifically). | | | |
| | from adults, use technology, | NJSLSA.W.5.4 | |
| | including the Internet, to produce | Produce clear and coherent writing | |
| | and publish writing as well as to | in which the development and | |
| NJSLSA.W.5.1.D | interact and collaborate with | organization are appropriate to | |
| Provide a conclusion related | others; demonstrate sufficient | task, purpose, and audience. | |
| to the opinion presented. | command of keyboarding skills to | | |
| | type a minimum of two pages in a | NJSLSA.W.5.6 | |
| NJSLSA.W.5.5 | single sitting. | With some guidance and | |
| With guidance and support from | | support from adults and peers, | |
| peers and adults, develop and | NJSLSA.W.5.9.A | use technology, including the | |
| strengthen writing as needed by | Apply grade 5 Reading standards | Internet, to produce and | |
| planning, revising, editing, | to literature (e.g., "Compare and | publish writing as well as to | |
| rewriting, or trying a new | contrast two or more characters, | interact and collaborate with | |
| approach. | settings, or events in a story or a | others; demonstrate sufficient | |
| | drama, drawing on specific details | command of keyboarding skills | |
| NJSLSA.W.5.7 | in the text [e.g., how characters | <u>to type a minimum of two</u> | |
| Conduct short research | interact]"). | pages in a single sitting. | |
| projects that use several | | | |
| sources to build knowledge | NJSLSA.W.5.10 | NJSLSA.W.5.7 | |
| through investigation of | Write routinely over extended | Conduct short research | |
| different perspectives of a | time frames (time for research, | projects that use several | |
| topic. | reflection, metacognition/ | sources to build knowledge | |
| NJSLSA.W.5.9 | self-correction and revision) | through investigation of | |
| | and shorter time frames (a | different perspectives of a | |
| Draw evidence from literary or | <u>single sitting or a day or two)</u> for a range of | topic. | |
| informational texts to support | <u>for a range of</u> discipline-specific tasks, | | |
| analysis, reflection, and research. | discipline-specific tasks, purposes, and audiences. | NJSLSA.W.5.8 Recall relevant information from | |
| | purposes, and addiences. | | |
| NJSLSA.W.5.10 | Speaking/Listening (SL) | experiences or gather relevant information from print and digital | |
| NJSLSA.W.5.10 Write routinely over | SL5.1 | sources; summarize or paraphrase | |
| extended time frames (time | Engage effectively in a range of | information in notes and finished | |
| for research, reflection, | collaborative discussions | work, and provide a list of sources. | |
| metacognition/ | (one-on-one, in groups, and | work, and provide a list of sources. | |
| self-correction and revision) | teacher-led) with diverse partners | NJSLSA.W.5.9 | |
| and shorter time frames (a | , , , , | Draw evidence from literary or | |
| single sitting or a day or | on grade 5 topics and texts, building on others' ideas and | informational texts to support | |
| two) for a range of | expressing their own clearly. | | |
| discipline-specific tasks, | expressing their own cleany. | analysis, reflection, and research. | |
| purposes, and audiences. | NJSLSA.SL.5.1.A | NJSLSA.W.5.9.A | |
| purposes, and addrences. | NJSLSA.SL.S.I.A Explicitly draw on previously | Apply grade 5 Reading standards | |
| Speaking (Listening (SL) | | | |
| Speaking/Listening (SL) | read text or material and other | to literature (e.g., "Compare and | |

| NJSLSA.SL.5.1 | information known about the | contrast two or more characters, | |
|-----------------------------------|-------------------------------------|---|--|
| Engage effectively in a range of | topic to explore ideas under | settings, or events in a story or a | |
| collaborative discussions | discussion. | drama, drawing on specific details | |
| (one-on-one, in groups, and | | in the text [e.g., how characters | |
| teacher-led) with diverse | NJSLSA.SL.5.1.B | interact]"). | |
| partners on grade 5 topics and | Follow agreed-upon rules for | | |
| texts, building on others' ideas | discussions and carry out assigned | W.5.10 | |
| and expressing their own clearly. | roles. | Write routinely over extended | |
| and expressing their own clearly. | Toles. | | |
| | NJSLSA.SL.5.1.C | time frames (time for research, reflection, and revision) and | |
| | | | |
| NJSLSA.SL.5.1.A | Pose and respond to specific | shorter time frames (a single | |
| Explicitly draw on previously | questions by making comments | sitting or a day or two) for a | |
| read text or material and | that contribute to the discussion | range of discipline-specific | |
| other information known | and elaborate on the remarks of | tasks, purposes, and | |
| about the topic to explore | others. | audiences. | |
| ideas under discussion. | | | |
| | NJSLSA.SL.5.1.D | Speaking/Listening (SL) | |
| NJSLSA.SL.5.1.B | Review the key ideas expressed | NJSLSA.SL.5.1 | |
| Follow agreed-upon rules for | and draw conclusions in light of | Engage effectively in a range of | |
| discussions and carry out | information and knowledge gained | collaborative discussions | |
| assigned roles. | from the discussions. | (one-on-one, in groups, and | |
| | | teacher-led) with diverse partners | |
| NJSLSA.SL.5.1.C | NJSLSA.SL.5.4 | on grade 5 topics and texts, | |
| Pose and respond to specific | Report on a topic or text or | building on others' ideas and | |
| questions by making comments | present an opinion, sequencing | expressing their own clearly. | |
| that contribute to the discussion | ideas logically and using | | |
| and elaborate on the remarks of | appropriate facts and relevant, | NJSLSA.SL.5.1.A | |
| others. | descriptive details to support main | Explicitly draw on previously | |
| | ideas or themes; speak clearly at | read text or material and other | |
| NJSLSA.SL.5.1.D | an understandable pace. | information known about the | |
| Review the key ideas expressed | | topic to explore ideas under | |
| and draw conclusions in light of | NJSLSA.SL.5.5 | discussion. | |
| information and knowledge | Include multimedia components | | |
| gained from the discussions. | (e.g., graphics, sound) and visual | NJSLSA.SL.5.1.B | |
| | displays in presentations when | Follow agreed-upon rules for | |
| NJSLSA.SL.5.2 | appropriate to enhance the | discussions and carry out assigned | |
| Summarize a written text | development of main ideas or | roles. | |
| read aloud or information | themes. | | |
| presented in diverse media | | NJSLSA.SL.5.1.C | |
| and formats (e.g., visually, | NJSLSA.SL.5.6 | Pose and respond to specific | |
| quantitatively, and orally). | Adapt speech to a variety of | questions by making comments | |
| | contexts and tasks, using formal | that contribute to the discussion | |
| NJSLSA.SL.5.3 | English when appropriate to task | and elaborate on the remarks of | |
| Summarize the points a speaker | and situation. | others. | |
| makes and explain how each | | | |
| claim is supported by reasons | Language (L) | | |
| and evidence. | NJSLSA.L.5.2.E | | |
| | | | |

| Language (L) Spell grade-appropriate words NJSLSA.SL.5.1.D NONE correctly, consulting references as Review the key ideas expressed and draw conclusions in light of information and knowledge gained | |
|--|--|
| NONE needed. and draw conclusions in light of information and knowledge gained | |
| information and knowledge gained | |
| | |
| | |
| NJSLSA.L.5.3.B from the discussions. | |
| Compare and contrast the varieties | |
| of English (e.g., dialects, registers) NJSLSA.SL.5.2 | |
| used in stories, dramas, or poems. Summarize a written text read | |
| aloud or information presented | |
| NJSLSA.L.5.4 in diverse media and formats | |
| Determine or clarify the meaning (e.g., visually, quantitatively, | |
| | |
| of unknown and multiple-meaning and orally). | |
| words and phrases based on grade | |
| 5 reading and content, choosing Language (L) | |
| flexibly from a range of strategies. | |
| NJSLSA.L.5.1 | |
| NJSLSA.L.5.5 Demonstrate command of the | |
| Demonstrate understanding of conventions of standard English | |
| figurative language, word grammar and usage when writing | |
| relationships, and nuances in word or speaking. | |
| meanings. | |
| NJSLSA.L.5.2 | |
| NJSLSA.L.5.2 Demonstrate command of the | |
| Interpret figurative language, conventions of standard English | |
| | |
| | |
| context. spelling when writing. | |
| | |
| NJSLSA.L.5.5.A NJSLSA.L.5.2.E | |
| Recognize and explain the Spell grade-appropriate words | |
| meaning of common idioms, correctly, consulting references as | |
| adages, and proverbs. needed. | |
| | |
| NJSLSA.L.5.5.C NJSLSA.L.5.3 | |
| Use the relationship between Use knowledge of language and its | |
| particular words (e.g., synonyms, conventions when writing, | |
| antonyms, homographs) to better speaking, reading, or listening. | |
| understand each of the words. | |
| 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 GroupTeacher ModelingWriting ConventionsAnchor ChartsWriting ProcessPeer editingGraphic OrganizersPeer EditingQuoting from TextsSummarizing a textPresentationsResearchGrammarReflectionsIndependent writingConferencesSelf editing & revisingResearchSmall GroupsPeer editingLiteracy CentersCollaborative writing | Whole GroupPoetry Word GamesPoetry Read AloudPoetry Read AloudPoet StudyElements of Poetry & Types ofPoetryFigurative LanguageSong Lyrics AnalysisSidewalk PoetryPoem a day AnalysisLiterary Elements of PoetryPoem Anecdotal NotesIndividualMicropoetry-TwitterIndependent analysisRead AloudPoetry BookFigurative LanguageSmall GroupsPeer EditingCollaborative WritingIllustration | Whole GroupTeacher ModelingResearch WritingWriting ConventionsAnchor ChartsWriting ProcessPeer editingGraphic OrganizersPresentationsResearchGrammarReflectionsFinding evidence to supportanswersConnections to the TextIndependent writingConferencesSelf editing & revisingResearchSmall GroupsPeer editingLiteracy CentersCollaborative writingResearch Projects |

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

| | <u>Benchmark</u> | Book Reports | Book Reports |
|----------------|--|---|---|
| | Alternative Illustration Video Podcast Google Slides | Benchmark Alternative Video/Illustration Interpretation Poetry Book Poetry Google Slides | 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 Elliminate 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 | 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 | 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 | |
|---|---|---|--|
| 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) | <u>At Risk</u> – Allowing students to correct errors (looking for understanding) | |
| At Risk - Allowing students to correct errors (looking for understanding) | Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, | Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, | |
| 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 | 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 | 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 | |
| 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 | 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 | 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 | |
| of the test, and determine how the grade will be determined prior to giving the test - Marking students' correct and acceptable work, not the | Modifying tests to reflect selected objectives Providing study guides Using authentic assessments with real-life problem-solving using videos, illustrations, | Modifying tests to reflect selected objectives Providing study guides Using authentic assessments with real-life problem-solving using videos, illustrations, | |
| mistakes – Modifying tests to reflect selected objectives | pictures, and drawings to explain or clarify - Exploration by interest | pictures, and drawings to explain or clarify - Exploration by interest | |

| | | 1 | | |
|-------------------|--|---|---|--|
| | Providing study guides | | | |
| | -Using authentic assessments | Gifted and Talented | Gifted and Talented | |
| | with real-life problem-solving | Alternative formative and | Alternative formative and | |
| | using videos, illustrations, | summative assessments | summative assessments | |
| | pictures, and drawings to | Choice boards | Choice boards | |
| | explain or clarify | Guided Reading | Guided Reading | |
| | Exploration by interest | Independent research and | Independent research and | |
| | . , | projects Interest groups | projects Interest groups | |
| | Gifted and Talented | Project-based learning | Project-based learning | |
| | Alternative formative and | - Problem-based learning | - Problem-based learning | |
| | summative assessments | - Tiered activities/assignments | - Tiered activities/assignments | |
| | - Choice boards | - Tiered products | - Tiered products | |
| | - Guided Reading | - Varying organizers for | - Varying organizers for | |
| | Independent research and | instructions | instructions | |
| | projects Interest groups | | | |
| | - Project-based learning | 504 | 504 | |
| | Problem-based learning | Printed copy of board | Printed copy of board | |
| | Tiered activities/assignments | work/notes provided | work/notes provided | |
| | - Tiered products | Additional time for skill mastery | Additional time for skill mastery | |
| | Varying organizers for | - Center-Based Instruction | - Center-Based Instruction | |
| | instructions | Extended time on tests/ guizzes | Extended time on tests/ guizzes | |
| | Instructions | Modified assignment & test | , 1 | |
| | 504 | format | Modified assignment & test format | |
| | – Printed copy of board | Modified test content | Modified test content | |
| | work/notes provided | Shortened assignments | Shortened assignments | |
| | | Shortened assignments Use open book, study guides, | 5 | |
| | Additional time for skill | | Use open book, study guides, | |
| | mastery – Center-Based Instruction | test prototypes – Exploration by interest | test prototypes – Exploration by interest | |
| | | | | |
| | Extended time on tests/ | Flexible grouping | Flexible grouping | |
| | quizzes | | | |
| | Modified assignment & test | | | |
| | format | | | |
| | - Modified test content | | | |
| | - Shortened assignments | | | |
| | - Use open book, study guides, | | | |
| | test prototypes | | | |
| | - Exploration by interest | | | |
| | - Flexible grouping | | | |
| INTERDISCIPLINARY | Interdisciplinary Connections | Interdisciplinary Connections | Interdisciplinary Connections | |
| CONNECTIONS | - English Language Arts | English Language Arts | English Language Arts | |
| | - Mathematics | - Mathematics | - Mathematics | |
| 21ST CENTURY | - Science and Scientific Inquiry | Science and Scientific Inquiry | Science and Scientific Inquiry | |
| SKILLS/THEMES | (Next Generation) | (Next Generation) | (Next Generation) | |
| (P21.ORG) | Social Studies, including | Social Studies, including | Social Studies, including | |
| | American History, World | American History, World History, | American History, World History, | |
| TECHNOLOGY | History, Geography, | Geography, Government and Civics, and Economics | Geography, Government and | |
| INTEGRATION | | | Civics, and Economics | |

| | Government and Civics, and | – Technology | - Technology |
|----------------------|--|---|---|
| | | | |
| CAREER EDUCATION | Economics | - Visual and Performing Arts | - Visual and Performing Arts |
| (NJDOE CTE Clusters) | – Technology | | |
| | - Visual and Performing Arts | | 21st Century Skills/ Themes |
| | | 21st Century Skills/ Themes | - Global Awareness |
| | 21st Century Skills/ Themes | – Global Awareness | - Civic Literacy |
| | – Global Awareness | - Civic Literacy | – Health Literacy |
| | Civic Literacy | – Health Literacy | – Environmental Literacy |
| | – Health Literacy | Environmental Literacy | Creativity and Innovation |
| | Environmental Literacy | Creativity and Innovation | - Critical Thinking |
| | Creativity and Innovation | Critical Thinking | – Problem Solving |
| | Critical Thinking | Problem Solving | - Communication |
| | Problem Solving | Communication | - Collaboration |
| | Communication | - Collaboration | – ICT (Information, |
| | - Collaboration | ICT (Information, | Communication and Technology) |
| | – ICT (Information, | Communication and Technology) | Literacy |
| | Communication and | Literacy | |
| | Technology) Literacy | | Technology Integration |
| | | Technology Integration | – Communication |
| | Technology Integration | - Communication | - Use of Ipad |
| | - Communication | – Use of Ipad | – Use of Chromebook |
| | – Use of Ipad | Use of Chromebook | - Google classroom |
| | - Use of Chromebook | Google classroom | - Google slides |
| | – Google classroom | Google slides | - Podcasts |
| | - Google slides | - Podcasts | – Kahoot |
| | - Podcasts | – Kahoot | – Quizlet |
| | – Kahoot | – Quizlet | – Quizizz |
| | – Quizlet | – Quizizz | – Newsela |
| | – Quizizz | – Newsela | |
| | – Newsela | | Career Education |
| | | Career Education | - Agriculture, Food & Natural |
| | Career Education | - Agriculture, Food & Natural | Resources |
| | - Agriculture, Food & Natural | Resources | - Architecture & Construction |
| | Resources | Architecture & Construction | – Arts, A/V Technology & |
| | - Architecture & Construction | Arts, A/V Technology & | Communications |
| | Arts, A/V Technology & | Communications | - Business Management & |
| | Communications | Business Management & | Administration |
| | – Business Management & | Administration | - Education & Training |
| | Administration | - Education & Training | – Finance |
| | - Education & Training | – Finance | - Government & Public |
| | – Finance | - Government & Public | Administration |
| | – Government & Public | Administration | - Health Science |
| | Administration | – Health Science | - Hospitality & Tourism |
| | – Health Science | - Hospitality & Tourism | – Human Services |
| | - Hospitality & Tourism | – Human Services | – Information Technology |
| | – Human Services | - Information Technology | - Law, Public Safety, Corrections & |
| | Information Technology | | Security |
| | Connector . Connectog, | | |

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