

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Upper Elementary School
English Language Arts*

*ELA
Grade 5*

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Course Description and Fundamental Concepts

The Grade 5 ELA curriculum is based on the New Jersey Student Learning Standards and the instructional principles of modeling, shared experience, guided and independent practice in reading, writing, language, speaking and listening, and foundational skills. Students will quote accurately from texts and make relevant connections when explaining what the text says and when drawing inferences from the text. They will determine the meaning of general academic and domain-specific words and phrases as well as figurative language such as metaphors and similes as they are used in literature and informational texts. They will apply grade-level phonics and word analysis skills in decoding and encoding words and will read with sufficient accuracy and fluency to support comprehension. They will gather and summarize relevant information from print and digital sources and their own experiences and will compose informational, narrative, and opinion pieces using grade-level language conventions. They will continue to build academic and domain-specific vocabulary and will determine or clarify the meanings of unknown words and phrases choosing flexibly from a range of strategies that include using context clues and grade-level roots and affixes.

[New Jersey Student Learning Standards \(NJSLs\)](#)

Subject/Content Standards

Grade 5

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Grade 5 Progress Indicators for Reading Literature

Key Ideas and Details

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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

Integration of Knowledge and Ideas

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and

patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Complexity of Text

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Grade 5 Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

Integration of Knowledge and Ideas

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

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

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

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

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grade 5 Progress Indicators for Writing

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

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

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

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

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 5 Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

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

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

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

Presentation of Knowledge and Ideas

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

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

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

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of

grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 5 Progress Indicators for Language

Conventions of Standard English

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

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.
- E. Use correlative conjunctions (e.g., either/or, neither/nor).

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

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

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

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

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

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find

the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better
- D. understand each of the words.

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).

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
1, 3, 5, 6, 7, 9, 10	An individual’s passions, aptitude and skills can affect his/her employment and earning potential.	<p>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</p>
1, 3, 5, 6, 7, 9, 10	Income and benefits can vary depending on the employer and type of job or career.	<p>9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</p>
1, 5, 7, 9	There are a variety of factors to consider before starting a business.	<p>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. •</p> <p>9.2.5.CAP.7: Identify factors to consider before starting a business.</p>

1, 3, 5, 6, 7, 9, 10	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<p>9.2.5.CAP.8: <i>Identify risks that individuals and households face.</i></p> <p>9.2.5.CAP.9: <i>Justify reasons to have insurance.</i></p>
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Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
1-10	<p>Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p>	<p>9.4.5.CI.1: <i>Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</i></p> <p>9.4.5.CI.2: <i>Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</i></p>
1-10	<p>Creativity and Innovation: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</p>	<p>9.4.5.CI.3: <i>Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</i></p> <p>9.4.5.CI.4: <i>Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</i></p>
1, 3, 4, 5, 6, 7, 9, 10	<p>Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p>	<p>9.4.5.CT.1: <i>Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</i></p> <p>9.4.5.CT.2: <i>Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</i></p> <p>9.4.5.CT.3: <i>Describe how digital tools and technology may be used to solve problems.</i></p> <p>9.4.5.CT.4: <i>Apply critical thinking and problem-solving strategies to different types of</i></p>

		<i>problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</i>
1, 2, 3, 4, 5, 6, 7, 8	Digital Citizenship: Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.	<i>9.4.5.DC.1: Explain the need for and use of copyrights. 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media. 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i>
1, 6, 7, 9	Digital Citizenship: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	<i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i>
1, 3, 5, 6, 7, 9, 10	Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.	<i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i>
1, 3, 5, 6, 7, 9, 10	Digital Citizenship: Digital tools have positively and negatively changed the way people interact socially.	<i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1). 9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i>
3, 5, 6, 10	Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.	<i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i>
1, 2, 3, 4, 5, 6, 7, 8, 10	Global and Cultural Awareness: Culture and geography can shape an individual’s experiences and perspectives.	<i>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</i>
1, 3, 4, 5, 6, 7, 9, 10	Information and Media Literacy: Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i>

1, 2, 3, 4, 5, 6, 7, 9, 10	Information and Media Literacy: Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	<i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).</i> <i>9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i>
1, 2, 3, 4, 5, 6, 7, 9, 10	Information and Media Literacy: Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.</i> <i>9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i>
1-10	Information and Media Literacy: Specific situations require the use of relevant sources of information.	<i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).</i> <i>9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i>
1-10	Technology Literacy: Different digital tools have different purposes.	<i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</i> <i>9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings.</i> <i>9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i>
1-10	Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).</i> <i>9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Unit Addressed	Content / Standard #	Standard Description
4, 6	Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Amistad Grade 5 Read Alouds
2, 4, 5, 6, 8	Holocaust Law: N.J.S.A. 18A:35-28	Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
4, 8	Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
1, 3, 4, 5, 6, 8	Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a	Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students

		regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
1, 7	Sci: 5-PS2-1	<i>Support an argument that the gravitational force exerted by Earth on objects is directed down.</i>
5	Sci: 5-PS3-1	<i>Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</i>
5	Sci: 5-LS1-1	<i>Support an argument that plants get the materials they need for growth chiefly from air and water.</i>
5	Sci: 5-LS2-1	<i>Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment</i>
7	Sci: 5-ESS2-1	<i>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</i>
2, 3, 5, 10	Sci: 5-ESS3-1	<i>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.</i>
1, 5, 7	Sci: 3-5-ETS1-1 Sci: 3-5-ETS1-2 Sci: 3-5-ETS1-3	<i>Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</i> <i>Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</i> <i>Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</i>
1, 3, 4, 5, 6, 7	<u>History</u> 6.1.5.CivicsPI.1	<i>Describe ways in which people benefit from and are challenged by working together; including through government, workplaces, voluntary organizations, and families.</i>
1, 3, 4, 5, 6, 7, 8	<u>History</u> 6.1.5.CivicsPD.3	<i>Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.</i>

1, 3, 4, 5, 6, 7, 8	<p><u>History</u></p> <p>6.1.5.CivicsPR.1:</p> <p>6.1.5.CivicsPR.2:</p>	<p><i>Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</i></p> <p><i>Describe the process by which immigrants can become United States citizens.</i></p>
3, 5, 10	<p><u>History</u></p> <p>6.1.5.CivicsPR.4</p>	<p><i>Explain how policies are developed to address public problems</i></p>
6	<p><u>History</u></p> <p>6.1.5.CivicsHR.1</p>	<p><i>Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).</i></p>
4, 6	<p><u>History</u></p> <p>6.1.5.CivicsHR.4</p>	<p><i>Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</i></p>
1, 3, 4, 5, 6, 7, 8	<p><u>History</u></p> <p>6.1.5.CivicsCM.1</p> <p>6.1.5.CivicsCM.2</p> <p>6.1.5.CivicsCM.3</p>	<p><i>Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</i></p> <p><i>Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.</i></p> <p><i>Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</i></p>
3, 5	<p><u>History</u></p> <p>6.1.5.GeoPP.2</p>	<p><i>Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.</i></p>
4, 5	<p><u>History</u></p> <p>6.1.5.GeoPP.3</p> <p>6.1.5.GeoPP.4</p>	<p><i>Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.</i></p> <p><i>Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.</i></p>

4, 8	<p><u>History</u></p> <p>6.1.5.GeoPP.6</p>	<p><i>Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</i></p>
1, 3, 5	<p><u>History</u></p> <p>6.1.5.GeoHE.1</p> <p>6.1.5.GeoHE.2:</p> <p>6.1.5.GeoHE.3:</p>	<p><i>Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. •</i></p> <p><i>Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</i></p> <p><i>Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</i></p>
4, 8	<p><u>History</u></p> <p>6.1.5.GeoGI.1:</p>	<p><i>Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</i></p>
1, 5	<p><u>History</u></p> <p>6.1.5.GeoGI.1</p> <p>6.1.5.EconET.3</p>	<p><i>Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community</i></p> <p><i>Explain how scarcity and choice influence decisions made by individuals, communities, and nations</i></p>
1, 5	<p><u>History</u></p> <p>6.1.5.EconEM.1</p> <p>6.1.5.EconEM.2</p> <p>6.1.5.EconEM.3</p>	<p><i>Explain why individuals and businesses specialize and trade.</i></p> <p><i>Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).</i></p> <p><i>Describe how supply and demand influence price and output of products.</i></p>
1, 4, 7	<p><u>History</u></p> <p>6.1.5.EconNM.3:</p> <p>6.1.5.EconNM.4</p>	<p><i>Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.</i></p> <p><i>Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</i></p>

1, 3	<u>History</u> 6.1.5.EconGE.1	<i>Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.</i>
4, 6	6.1.5.HistoryCC.1	<i>Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.</i>
6	6.1.5.HistoryCC.7	<i>Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.</i>
4, 6, 8	6.1.5.HistoryUP.1	<i>Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.</i>
1, 4, 5, 6, 8	6.1.5.HistoryUP.6 6.1.5.HistoryUP.7	<i>Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</i> <i>Describe why it is important to understand the perspectives of other cultures in an interconnected world</i>

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1, 2, 4, 5, 6, 7	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
1, 2, 4, 5, 6, 7, 8,	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
1, 2, 4, 5, 6, 7, 8,	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
1, 3, 4, 5, 6, 7	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Module 1	September (~19 days)
Module 2	October (~19 days)
Module 3	November (~16 days)
Module 4	December (~15 days)
Module 5	January (~18 days)
Module 6	February (~18 days)
Module 7	March (~15-20 days)
Module 8	April (~15-20 days)
Module 9	May (~18 days)
Module 10	June (~15 days)

Units Scope and Sequence

Unit Name: Module 1- Inventors at Work

Learning Goals: What do I want my students to learn?

Standards

NJSLS - *RL.5.1; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.9; RL.5.10; RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.8; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.9b; W.5.10; SL.5.1a; SL.5.1b; SL.5.1c; SL.5.1d; SL.5.4; L.5.4a; L.5.4b; L.5.4c; L.5.6*

Fundamental Concepts / Big Ideas

- *Essential Question:* What kinds of circumstances push people to create new inventions?
- Why might the author bring up a concept again and again?
- Why might authors include opposing ideas or ideas that don't agree with something else in the text or between the reader and the text?
- Even great ideas for inventions require a lot of hard work.
- What is a complete sentence?
- What are declarative and interrogative sentences?
- What are complete subjects and predicates?

Learning Objectives

Students will be able to...

- Identify central ideas and supporting evidence in informational texts.
- Identify organizational patterns such as logical order and order of importance in informational texts.
- Evaluate details, and summarize key information using details from the text.
- Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- Determine the central idea of a text, author's purpose, and point of view.
- Analyze the structure of a text.
- Identify cause-and-effect relationships.
- Use reading strategies to monitor comprehension and clarify understanding.
- Recognize the central idea and supporting evidence in informational texts.
- Recognize organizational patterns, such as sequence and cause and effect, in informational texts.
- Make inferences and use text evidence to support understanding.
- Analyze the relationships of and conflicts among characters.
- Analyze plot elements, including conflict, events, and resolution.
- Examine how language contributes to an author's voice or tone.
- Explain the author's purpose and message within a text.
- Identify the subject and predicate in a sentence.
- Identify complete sentences.
- Use complete sentences correctly in speaking and writing
- Review complete sentences, fragments, run-ons, and comma splices.
- Use complete sentences correctly in speaking and writing.

- Identify declarative,interrogative, imperative, and exclamatory sentences.
- Use a variety of sentences correctly in speaking and writing.
- Use compound sentences with subject-verb agreement correctly in speaking and writing.
- Understand how to write an expository essay.

Unit Name: Module 2- What a Story

Learning Goals: What do I want my students to learn?

Standards

[NJSL](#) - *RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.7; RL.5.9; RL.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.9a; W.5.10; SL.5.1a; SL.5.1b; SL.5.1c; SL.5.1d; SL.5.2; L.5.2e; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.5b; L.5.5c; L.5.6*

Fundamental Concepts / Big Ideas

- *Essential Question:* How does genre affect the way a story is told?
- Sometimes characters can act different from the way the reader would expect someone to act
- Why would the character feel or act a certain way?
- Sometimes at a certain point in a story, a character might suddenly understand something clearly, as if saying “Aha!”
- Why might authors create aha moments for readers and how might this change things?
- What is the importance of synthesizing while reading?
- What is the reason the author chose to write a particular text?
- The importance of literary elements and understanding characters, setting, plot, and events.
- There are many different ways to tell a story.
- What are common and proper nouns?
- What are singular and plural nouns?
- What are verbs?

Learning Objectives

Students will be able to...

- Recognize characteristics and structures of informational text.
- Determine a central idea and supporting details that provide evidence.
- Synthesize information to create new understanding, and use reading strategies to monitor comprehension.
- Understand characters and how they contribute to plot.
- Recognize how authors use figurative language to bring a story to life, and understand how authors use characters’ words to reveal their traits.
- Create mental images.
- Use reading strategies to monitor comprehension.
- Identify story structure (rising action, climax, falling action, resolution).
- Identify cause-and-effect relationships.
- Identify the elements of drama.
- Recognize figurative language.
- Understand how stage directions help to develop characters.
- Generate questions about a text.
- Identify elements of poetry.
- Explain the author’s purpose for writing a text.
- Understand the theme of the text.
- Identify common and proper nouns

- Identify and capitalize proper nouns
- Review common and proper nouns, including initials, acronyms, abbreviations, and names of organizations.
- Identify singular and plural nouns
- Write the singular and plural forms of nouns correctly
- Identify collective nouns
- Identify and use regular and irregular verbs
- Identify and use the past-tense form of irregular verbs
- Understand how to write a story

Unit Name: Module 3- Natural Disasters

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; W.5.1a; W.5.1b; W.5.1c; W.5.1d; W.5.4; W.5.5; W.5.8; W.5.9b; W.5.10; L.5.2e; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.6; SL.5.1d; SL.5.2

Fundamental Concepts / Big Ideas

- *Essential Question: How can learning about natural disasters make us safer?*
- Using persuasion is much more powerful than fighting.
- How can an aha moment change things for the reader?
- Authors sometimes use numbers to explain ideas of nonfiction texts and tell something important about the topic.
- Sequential/logical order helps explain events in time order or order of importance.
- Summarizing means restating the most important information in your own words.
- Good readers ask questions they have about a text and use strategies to find the answers.
- What are direct and indirect objects?
- What are conjunctions and how are they used correctly in speaking and writing?
- How are complex sentences used correctly in speaking and writing?

Learning Objectives

Students will be able to...

- Recognize the characteristics of narrative nonfiction.
- Understand the effects of an author's word choice on readers.
- Make and confirm predictions using text features and structures.
- Use reading strategies to monitor comprehension.
- Analyze text structure in narrative nonfiction.
- Identify features of informational videos.
- Evaluate the effectiveness of an informational video.
- Summarize the central idea and supporting details in an informational text.
- Analyze how an author's word choices contribute to the style and meaning of a text.
- Identify more than one central idea in a text.
- Generate questions and answers about a text.
- Explain how features—such as insets, images, and sidebars—support understanding.
- Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words.
- Analyze how the use of text structure contributes to the author's purpose.
- Identify direct and indirect objects
- Understand how to write a persuasive essay

Unit Name: Module 4- Wild West

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.6; RL.5.9; RL.5.10; RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.9b; W.5.10; SL.5.1d; SL.5.2; SL.5.6; L.5.2e; L.5.3b; L.5.4a; L.5.4b; L.5.4c; L.5.5c; L.5.6*

Fundamental Concepts / Big Ideas

- *Essential Question:* What character traits were needed in people who settled the West?
- The people who moved west in the 1850s had much to learn.
- How memories of our past connect to what is happening in the story at that moment
- Why might memories be important?
- Memories can give the reader information about the theme, or the story's big idea, moral or lesson.
- Readers cannot assume that everything the author says is true or correct
- Readers should question what the author says and how it relates to what they already know.
- What challenged, changed or confirmed what I already knew?
- Readers synthesize different pieces of information to make a new idea.
- Sequential/logical order helps explain events in time order or order of importance.
- Retelling a story helps to understand it better
- The importance of literary elements and understanding characters, setting, plot, and events.
- What are direct quotations and interjections and how are they used correctly in writing?
- What are verb tenses?
- What are subject and object pronouns?

Learning Objectives

Students will be able to...

- Recognize the features of informational text.
- Identify a sequence or cause/effect text structure.
- Use transition words to identify a text's structure.
- Synthesize information.
- Identify the central idea in a selection.
- Describe a problem/solution text structure.
- Recognize the author's tone and voice.
- Monitor comprehension and clarify meanings.
- Recognize the main idea of a text.
- Identify evidence to support the main idea.
- Monitor comprehension and clarify meanings.
- Identify the cause-and-effect story structure.
- Analyze media techniques used in informational/historical videos.
- Understand how visual media helps to clarify concepts.
- Use and understand direct quotations and interjections
- Identify and understand subject pronouns
- Identify and understand object pronouns

- Chose strong verbs to convey ideas
- Identify present and past tense verbs
- Identify future tense
- Understand how to write a letter

Unit Name: Module 5- Project Earth

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.1; RL.5.2; RL.5.4; RL.5.5; RL.5.7; RL.5.9; RL.5.10; RI.5.1; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.8; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.1a; W.5.1b; W.5.1c; W.5.1d; W.5.4; W.5.5; W.5.6; W.5.8; W.5.9b; W.5.10; SL.5.1a; SL.5.1b; SL.5.1c; SL.5.1d; SL.5.2; L.5.2e; L.5.4b; L.5.4c; L.5.5a; L.5.6*

Fundamental Concepts / Big Ideas

- *Essential Question:* How can caring for Earth and its living things improve life now and in the future?
- What do tough questions make me wonder about?
- What clues can I use to figure out the meanings of words I don't know?
- People see things in different ways.
- What are regular and irregular verbs?
- How are commas and semicolons used correctly in writing?
- How are transitions used in speaking and writing?

Learning Objectives

Students will be able to...

- Recognize the features of informational text.
- Determine the central idea and supporting details.
- Recognize central ideas and their supporting details.
- Ask and answer questions to gain information.
- Explain the author's purpose, claim, and supporting evidence.
- Explain the use of rhetorical devices.
- Summarize and retell the plot or theme of the story.
- Identify and describe elements of drama.
- Explain how plot events connect to form a story.
- Describe how conflict resolution is related to cause and effect.
- Identify imagery in the text and explain its effects.
- Monitor reading and clarify meaning.
- Describe a problem/solution text structure.
- Explain how text and graphic features enhance a reader's understanding.
- Identify cause-and-effect relationships, with and without signal words.
- Identify and use regular and irregular verbs.
- Use commas and semicolons to separate and set off sentence elements.
- Identify and use transitions to link ideas.
- Understand how to write an editorial

Unit Name: Module 6- Art for Everyone

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.6; RL.5.10; RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.6; W.5.8; W.5.9b; W.5.10; SL.5.1d; SL.5.5; L.5.2e; L.5.4b; L.5.4c; L.5.5a; L.5.5b; L.5.6*

Fundamental Concepts / Big Ideas

- *Essential Question:* How do different art forms impact people in different ways?
- What is the life lesson, and how might it affect the character?
- What quoted words make me wonder about?
- Only you can tell your story.
- What are adjectives and articles?
- What are adverbs?
- What are prepositions and prepositional phrases?

Learning Objectives

Students will be able to...

- Examine how language contributes to voice.
- Explain the author's purpose within a text.
- Make inferences and use text evidence to support understanding.
- Recognize central ideas and their supporting details.
- Explain the author's purpose and message within a text.
- Recognize organizational patterns such as logical order and order of importance.
- Establish a purpose for reading.
- Create mental images.
- Describe character development.
- Understand the relationship between the characters/subjects and historical events in a biography.
- Differentiate between first- and third-person point of view.
- Identify and understand literary devices.
- Explain how an author's choice of words contributes to the author's style.
- Generate questions about a text.
- Explain the central idea or theme of a text and provide supporting evidence.
- Discuss the impact of setting on plot development.
- Describe how the author's use of figurative language achieves specific purposes.
- Identify adjectives, adverbs, and articles.
- Recognize and explain the role of prepositional phrases in sentences.
- Understand how to write a personal narrative.

Unit Name: Module 7- Above, Below, and Beyond

Learning Goals: What do I want my students to learn?

Standards

[NJSL](#) - *RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.8; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.9b; W.5.10; SL.5.1a; SL.5.1d; SL.5.2; SL.5.3; SL.5.6; L.5.2e; L.5.3b; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.5b; L.5.6*

Fundamental Concepts / Big Ideas

- Essential Question: What role does curiosity play in exploration?
- How might an “aha moment” change your thinking?
- What does extreme or absolute language make me wonder about?
- Research and curiosity are flip sides of the same coin. Research is questioning and investigating with a purpose.
- What are indefinite, possessive, and interrogative pronouns?
- What is the correct way to write titles?
- Use the verbs *be* and *have* correctly in speaking and writing.

Learning Objectives

Students will be able to...

- Recognize the features of biographies.
- Determine the central idea and supporting details.
- Identify the purpose of a timeline.
- Make and confirm predictions about text.
- Identify cause-and-effect text structure.
- Synthesize text and graphic features to better understand key ideas.
- Analyze use of content-area words.
- Identify characteristics of informational text such as sidebars, graphics, and heads.
- Explain how details help readers determine an implied central idea.
- Analyze the author’s descriptions and word choices.
- Identify main ideas and supporting details.
- Analyze author’s descriptions and word choice.
- Identify and explain the author’s purpose in autobiography.
- Ask and answer questions about the text.
- Identify the central idea and relevant details in narrative nonfiction.
- Analyze how an author’s word choices can affect nonfiction text.
- Identify cause-and-effect relationships, with or without signal words.
- Identify and use consistent verb tenses.
- Identify indefinite, possessive, and interrogative pronouns.
- Know how to capitalize, underline, and use italics and quotations marks in titles.
- Know how to write a research report.

Unit Name: Module 8- A New Home

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.1; RL.5.2; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.7; RL.5.9; RL.5.10; RF.5.3a; RF.5.4a; RF.5.4b; W.5.1a; W.5.1b; W.5.1c; W.5.1d; W.5.4; W.5.5; W.5.8; W.5.9a; W.5.10; SL.5.1b; SL.5.1d; SL.5.4; L.5.2d; L.5.2e; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.5c; L.5.6*

Fundamental Concepts / Big Ideas

- *Essential Question:* How do people adapt to new experiences and make a new place home?
- Why might this memory be important?
- What are the 3 Big Questions?
- Home is where the heart is.
- What are perfect tenses?
- What are easily confused verbs?
- What are comparative and superlative adjectives?

Learning Objectives

Students will be able to...

- Recognize the features of informational text.
- Identify the theme of a selection.
- Determine a central idea and supporting details.
- Create mental pictures.
- Identify the theme of a poem.
- Determine the author's tone and voice.
- Explain how visuals can contribute to the author's tone.
- Make inferences and use text evidence to support understanding.
- Analyze plot elements, including rising actions, climax, falling action, and resolution.
- Understand conflict and what it contributes to a story.
- Use reading strategies to monitor comprehension.
- Analyze the author's techniques in character development.
- Understand common plot devices.
- Ask and answer questions about text.
- Recognize the elements of poetry, including the use of figurative language and imagery.
- Infer multiple themes within a text.
- Analyze the use of print and graphic features to achieve author's purpose.
- Identify perfect tenses.
- Form and use perfect tenses correctly in writing and speaking.
- Identify and correctly use easily confused verbs.
- Identify comparative and superlative forms.
- Understand how to write a lyric poem.

Unit Name: Module 9- Unexpected, Unexplained

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.1; RL.5.3; RL.5.4; RL.5.5; RL.5.6; RL.5.9; RL.5.10; RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.7; RI.5.8; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.1a; W.5.1b; W.5.1c; W.5.1d; W.5.4; W.5.5; W.5.6; W.5.9a; W.5.9b; W.5.10; SL.5.1b; SL.5.1d; SL.5.2; L.5.2e; L.5.4a; L.5.4b; L.5.4c; L.5.5a; L.5.5c; L.5.6*

Fundamental Concepts / Big Ideas

- *Essential Question:* What makes something mysterious, and what makes people want to solve mysteries?
- Why would the character feel or act this way?
- What does this make me wonder about?
- Characters are at the heart of stories.
- What are contractions?
- What are possessive nouns?
- What are commas in sentences?

Learning Objectives

Students will be able to...

- Explain the author's purpose for writing the text.
- Identify the features of an informational text.
- Synthesize information to create new understandings.
- Make and confirm predictions about the text.
- Analyze how the author develops characters.
- Identify events that lead to the story's conflict and its resolution.
- Describe how sensory words help to create imagery.
- Make and confirm predictions about a video.
- Analyze media techniques used in informational videos.
- Understand how visual media helps to clarify concepts.
- Make and confirm predictions about a text.
- Identify facts and opinions and their supporting details.
- Explain the author's use of text and graphic features.
- Synthesize text and graphic features to better understand key ideas.
- Make inferences about the text.
- Explain the importance of pacing within a story's plot to move characters from event to event.
- Identify text that builds an exciting or mysterious mood.
- Recognize the point of view in a selection.
- Identify contractions, pronoun contractions, and homophones.
- Identify singular and plural possessive nouns.
- Use commas with introductory words and phrases, names, and in a series.
- Understand how to write an imaginative story.

Unit Name: Module 10- The Lives of Animals

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.5.1; RL.5.2; RL.5.4; RL.5.7; RI.5.1; RI.5.2; RI.5.3; RI.5.4; RI.5.5; RI.5.6; RI.5.7; RI.5.9; RI.5.10; RF.5.3a; RF.5.4a; RF.5.4b; RF.5.4c; W.5.2a; W.5.2b; W.5.2c; W.5.2d; W.5.2e; W.5.4; W.5.5; W.5.6; W.5.9b; W.5.10; SL.5.1d; SL.5.2; SL.5.4; SL.5.5; L.5.2e; L.5.4b; L.5.4c; L.5.5a; L.5.5c; L.5.6*

Fundamental Concepts / Big Ideas

- *Essential Question:* What can we learn about ourselves by observing and interacting with animals?
- Why might the author bring up a concept again and again?
- What are the 3 Big Questions?
- Some things are worth fighting for.
- What are other ways we can use commas?
- What are other punctuations we can use?
- What are frequently misspelled words?

Learning Objectives

Students will be able to...

- Recognize the features of informational text.
- Identify the tone of the selection.
- Synthesize information to create new understandings.
- Identify multiple implied themes in the same text.
- Determine how word choice reveals the author's tone.
- Explain why imagery is an important literary technique.
- Monitor comprehension and clarify any confusion.
- Analyze media techniques used in an informational video.
- Evaluate how well visual media helps to clarify concepts.
- Monitor comprehension and make adjustments as required.
- Recognize the central idea with supporting details.
- Recognize a variety of text structures.
- Create mental images.
- Identify multiple themes within a poetry collection.
- Analyze how visuals connect to poems or informational text to enhance understanding.
- Recognize how the author's use of language enhances imagery.
- Use commas with appositives in sentences.
- Use commas in sentences.
- Identify and use colons and parentheses in sentences.
- Use and spell frequently misspelled words in writing.
- Understand how to write a letter to the editor.

Please contact the Content Supervisor for any questions.