

**Bi-Borough
New Jersey Student Learning Standards
Language Arts Curriculum**

**Reading
Grade Five**

Revised June 2017

**Oradell Public School
River Edge Public Schools**

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TABLE OF CONTENTS

Fifth Grade Pacing Calendar	Page 2
Unit One: Establishing Personal Goals	Page 3
Unit Two: Analyzing the Evolution of Characters	Page 7
Unit Three: Navigating Nonfiction	Page 11
Unit Four: Historical Fiction Genre Study	Page 15
Unit Five: Demonstrating Text Comprehension in a Variety of Genres	Page 20
Unit Six: Reading in Content Areas	Page 24
Addendum: Modifications	Page 28

FIFTH GRADE READING CALENDAR

Unit	Schedule
Unit 1: Establishing Personal Goals	September – October
Unit 2: Analyzing the Evolution of Characters	October - November
Unit 3: Navigating NonFiction	December - January
Unit 4: Historical Fiction Genre Study	February – March
Unit 5: Demonstrating Text Comprehension in a Variety of Genres	March - April
Unit 6: Reading in Content Areas	May-June

FIFTH GRADE READING
UNIT ONE: ESTABLISHING PERSONAL GOALS

NEW JERSEY STUDENT LEARNING STANDARDS

- RL 5.1** Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL 5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL 5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RI 5.1** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI 5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.,
- RI 5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI 5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- SL5.1** 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- 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, including visually, quantitatively, and orally.

SL 5.2 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

9.1.4.A.1 Apply critical thinking and problem solving skills to solve problems

9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking

9.1.4.C.1 Collaborate in teams that allows groups to achieve common goals with greater efficiency

9.1.4.D.3 Understand different cultural perspectives to enhance community

9.1.4.E.1 Integrate digital media to enhance communication

9.1.4.F.1 Promote ethical behavior and accountability

8.1.4 Practice cyber safety

8.1.4.A.1 Understand how to use digital tools for appropriate applications

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers work toward proficiency as they continue to build stamina and comprehension by growing ideas about text through reading, writing,

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and book discussions.

ESSENTIAL QUESTIONS

How do readers work toward proficiency as they continue to build stamina and comprehension?

ASSESSMENT

- Establish personal reading goals through the use of interest inventories and conferences.
- Reading Notebook Entries
- Teacher's College Reading Assessment
- Linkit

UNIT OBJECTIVES

Students will be able to...

- become a member of a community of readers
- read with fluency
- establish personal goals
- improve reading stamina
- partake in group discussions
- draw inferences
- use context clues
- make text connections
- identify main idea and supporting details
- interpret information from charts and graphs

SKILLS

Students will be able to...

- establish realistic personal goals for reading
- engage in collaborative small group and whole group discussion
- activate schema
- demonstrate command of conversational language and its application
- collect and analyze data about independent reading to improve stamina
- draw inferences from fiction and nonfiction text using details and examples
- determine the meaning of words and phrases through context

- clues
- differentiate among a variety of genres based upon story elements
 - make text-to-self, text-to-text, and text-to-world connections
 - utilize charts, graphs, etc. to interpret information
 - evaluate the ways characters in stories dealt with conflicts
 - synthesize text from multiple sources to design a new solution
 - understand the different perspective of characters in stories who have disabilities and come from different cultures
 - understand what plagiarism is and how to avoid plagiarizing
 - recognize the socio-economic status of characters in stories
 - read about heroes in current events that contribute to society
 - apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

MONDO

Shared Reading:

Books For Oliver

Spring, Summer, Autumn, Winter (Big Book/Poem)

Guided Reading:

When Paul Bunyon Came To Middleburg Elementary

Sherlock Hounds

AUTHENTIC LITERATURE

All The Places to Love Patricia McLaughlin

What You Knew First Patricia McLaughlin

Tall Tales Adrien Stoutenberg

I Love You the Purplest Barbara Joose

Why I Hate and Love My Brothers Ray Romano

Thank You Mr. Faulker Patricia Pollaco

Ish Peter Reynolds

Wonder RJ Palacio

The View from Saturday EL Konigsburg

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FIFTH GRADE READING

UNIT TWO: ANALYZING THE EVOLUTION OF CHARACTERS

NEW JERSEY STUDENT LEARNING STANDARDS

- RL 5.1** Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL 5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL5.2** Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL5.3** 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).
- RL5.5** 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.
- 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.
- RF 5.4** Read with sufficient accuracy and fluency to support comprehension.
- a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- SL 5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- L 5.5** 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 understand each of the words.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance community
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.4.A.1** Understand how to use digital tools for appropriate applications
- 8.1.4.** Practice cyber safety

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers identify character traits and analyze/interpret how they develop in response to internal and external conflicts.

ESSENTIAL QUESTIONS

How do readers identify character traits and analyze/interpret how they develop in response to internal and external conflicts?

ASSESSMENT

- Reading Notebook Entries
- Unit Quiz

UNIT OBJECTIVES

Students will be able to...

- visualize, make predictions and connections to comprehend
- identify characters' motives
- use story elements to interpret and analyze text
- develop theories about characters
- work collaboratively in group discussions
- draw inferences

SKILLS

Students will be able to...

- participate collaboratively to analyze characters and their internal and external struggles
- visualize to enhance a reader's comprehension
- make predictions based upon the motivation of characters
- make connections in order to empathize with characters
- compare and contrast two or more characters, settings, or events in a story
- understand the character's personality through their words and actions
- determine the theme of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges
- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text
- describe how a narrator's or a speaker's point of view influences how events are described
- introduce symbolism throughout a novel
- explain how a series of events fit together to shape the overall structure of a story
- evaluate the ways characters in stories dealt with conflicts
- synthesize text from multiple sources
- achieve task completion

- understand the different perspective of characters in stories who have disabilities and come from different cultures
- create digital public service announcements on different topics
- evaluate the factors that contribute to the socioeconomic status of characters in stories
- read about heroes in current events that contribute to society
- apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

MONDO

Shared Reading:

Mountain Manor Mystery

Mystery at Gettysburg

Finding Chance

I'm Absolutely Positively Too Old For a Babysitter

Ant Life

Sweet Sarah Survivor

Rescue Missons Rescue

Tammy Toodlepepper to the Rescue

Books for Oliver

SUGGESTED AUTHENTIC LITERATURE:

The Year of the Boar and Jackie Robinson

My Great Aunt Arizona Gloria Houston

The Pain and The Great One Judy Blume

Earrings Judith Viorst

The Memory String Eve Bunting

The Great Brain John D. Fitzgerald

From The Mixed Up Files of Basil E. Frankweiler E.L. Konigsberg

On My Honor Marion Dane Bauer

Suddenly! Colin McNaughton

Dear Mr. Henshaw Beverly Cleary

How To Steal a Dog Barbara O'Connor

Wonder RJ Palacio

Out of My Mind Sharon Draper

Walk Two Moons Sharon Creech

Welcome Home Jellybean Marlene Fanta Shyer

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**FIFTH GRADE READING
UNIT THREE: NAVIGATING NONFICTION and
INFORMATIONAL TEXT**

NEW JERSEY STUDENT LEARNING STANDARDS

- RI 5.1** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI 5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI 5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI 5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI 5.5** 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.
- 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.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve

- problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance community
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 9.2.4.F.1** Understand the positive impact of civic and financial contributions on community development as it relates to philanthropy, volunteer services, and charitable contributions
- 8.1.4** Practice cyber safety
- 8.1.4.A.1** Understand how to use digital tools for appropriate applications

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers use text structures to comprehend expository, narrative, and hybrid nonfiction.

ESSENTIAL QUESTIONS

How do readers use text structures to comprehend expository, narrative and hybrid nonfiction?

ASSESSMENT

- On-demand Response
- Reading Notebook Entries
- Unit Quiz

UNIT OBJECTIVES

Students will be able to...

- identify main idea
- summarize text
- determine importance
- compare and contrast information
- utilize text features
- distinguish between fact and opinion
- synthesize and report on information learned
- identify author's point of view

SKILLS

Students will be able to...

- determine two or more main ideas of a text and explain how they are supported by key details
- explain the interactions between two or more individuals
- explain the relationship between events, ideas or concepts in informational text
- identify and utilize text features found in multiple print sources
- integrate information from several texts on the same topic
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- quote accurately when explaining inferences drawn from a text
- report on a topic or present an opinion using appropriate facts and relevant details
- synthesize text from multiple sources
- understand what plagiarism is and how to avoid plagiarizing
- read about heroes in current events that contribute to society
- apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

MONDO

Shared Reading:

Grand Central Terminal: Gateway to NY City

Tending the Fire

Cents and Non Cents

Please Pass the Slugs

Biographies Women of the American Revolution (Sybil Lundington)

Won't Take No For an Answer (Bessie Coleman)

Jerry Yang: Chief Yahoo

Tell Us A Tale, Hans Memoir

The Journal of John Dooley: Confederate Soldier

Guided Reading:

America's Mountains

Tree houses

Route 66

Whale Songs and Sounds

Think Like a Photographer

Ocean Life Encyclopedia

Water Wonders of the World

The Mighty Hippo

Maps are Cool! How to Read Them, Plan Them and Create Them

Info Pairs

Paired non fiction texts for guided reading

AUTHENTIC LITERATURE

Children of the Wild West Russell Friedman

The Story of Pale Male Meghan McCarthy

Snowflake Bentley Jacqueline Briggs Martin

Meadowlands: A Wetlands Survival Story Thomas Yezerski

Kids Discover Magazine – various titles

Time For Kids

WEBSITE:

www.newsela.com

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FIFTH GRADE READING UNIT FOUR: HISTORICAL FICTION GENRE STUDY

NEW JERSEY STUDENT LEARNING STANDARDS

- RL5.2** Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL5.3** 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).
- RL5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- RL5.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL 5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas

- under discussion.
 - 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, including visually, quantitatively, and orally.
- SL 5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance community
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 9.2.4.A.1** Link educational achievement, career choice, and entrepreneurial skills to achieve a desired level of income and lifestyle choices
- 8.1.4** Practice cyber safety
- 8.1.4.A.1** Understand how to use digital tools for appropriate applications

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency.

ENDURING UNDERSTANDINGS

Readers unfold characters while unfolding history.

ESSENTIAL QUESTIONS

How do readers unfold characters while unfolding history?

ASSESSMENT

- Character Sketches
- Reading Notebook Entries (i.e. Additional research supporting time period)
- Unit Quiz

UNIT OBJECTIVES

Students will be able to...

- infer meaning from text
- predict characters' actions
- cite evidence from text
- compare and contrast multiple texts
- synthesize story elements
- recognize point of view
- identify cause and effect relationships
- determine the theme of a story

SKILLS

Students will be able to...

- use setting details to construct the sense of past time
- use visualization and sensory images to deepen understanding of the text in particular the setting and time period
- synthesize elements of the story thinking not just about the setting but about how the setting affects the characters and the plot
- describe how a narrator's or speaker's point of view influences how events are described
- analyze how visual elements and historical sources contribute to the meaning of the text
- compare and contrast stories and accounts from the same time period

- determine the main and secondary characters relationship to the conflict
- identify how the historical context is affecting the main character
- use cause and effect to understand a character's decision
- revise predictions of the outcome based on information gained of that time period
- learn and discuss life lessons from characters' struggles and the choices they make
- evaluate the ways characters in stories dealt with conflicts
- synthesize text from multiple sources achieve task completion in Book Clubs
- understand the different perspective of characters in stories who have disabilities and come from different cultures
- Understand what plagiarism is and how to avoid plagiarizing
- Evaluate the factors that contribute to the socioeconomic status of characters in stories
- Read about heroes in current events that contribute to society
- Apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

MONDO

Shared Reading:

The Upside Down Voyage

Mulinali The Slave Who Traded Words for Freedom

Guided Reading:

The Lost Colony

Freedom's Fire

Logan West: Printer's Devil

AUTHENTIC LITERATURE

Freedom Summer Deborah Wiles

Rose Blanche Roberto Innocenti

Pink and Say Patricia Polacco

January's Sparrow Patricia Polacco

Just in Time Abraham Lincoln Patricia Polacco

Number the Stars Lois Lowry

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Fighting Ground Avi
The Great Brain John D. Fitzgerald
The Great Brain Reforms John D. Fitzgerald
The Diary of Anne Frank (picture book) David Adler
Roanoke Jane Yolen
Fever of 1793 by L. Anderson
Nettie 's Trip South A.B. Turner
Katie's Trunk A.B. Turner

FIFTH GRADE READING
UNIT FIVE: DEMONSTRATING TEXT COMPREHENSION
IN A VARIETY OF GENRES

NEW JERSEY STUDENT LEARNING STANDARDS

- RL 5.1** Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL 5.2** Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL 5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- RL 5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL 5.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL 5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- RI 5.1** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI 5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI 5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI 5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- RI 5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI 5.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI 5.10** By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 9.1.4.A.1** Apply critical thinking and problem solving skills to solve problems
- 9.1.4.B.1** Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1** Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3** Understand different cultural perspectives to enhance community
- 9.1.4.E.1** Integrate digital media to enhance communication
- 9.1.4.F.1** Promote ethical behavior and accountability
- 8.1.4.A.1** Understand how to use digital tools for appropriate applications

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers apply comprehension skills and strategies to respond to questions about text.

ESSENTIAL QUESTIONS

How do readers apply comprehension skills and strategies to respond to questions about text?

ASSESSMENT

- Quizzes
- Open-ended & Prose Constructed Responses

UNIT OBJECTIVES

Students will be able to...

- determine genre and set purpose for reading
- read with uninterrupted stamina
- follow test directions accurately
- recognize and respond to various forms of questioning.
- use context clues and to determine meaning
- extract meaning from pictures
- define and build meaning from figurative language
- cite evidence from text

SKILLS

Students will be able to...

- sort and classify pieces to identify characteristics of that genre
- recognize test questions specific to each genre
- identify the difference between explicit, implicit and open-ended constructed response questions
- create lists of test specific terminology
- generate practice test questions specific to genre
- locate and cite information to support responses to explicit, implicit and open-ended constructed response questions
- determine the meaning of words and phrases using context clues
- recognize and understand specific examples of figurative language
- describe how point of view influences how events are described
- interpret various terminology commonly found on standardized testing
- extract meaning from pictorial representations and connect to text
- use sequencing skills to determine meaning
- evaluate the ways characters in stories dealt with conflicts
- synthesize text from multiple sources
- achieve task completion

- understand the different perspective of characters in stories who have disabilities and come from different cultures
- understand what plagiarism is and how to avoid plagiarizing
- evaluate the factors that contribute to the socioeconomic status of characters in stories
- read about heroes in current events that contribute to society
- apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES

www.tc.readingandwritingproject.com/resources

Linkit

Performance Coach

Study Island

FIFTH GRADE READING UNIT SIX: READING IN THE CONTENT AREAS

NEW JERSEY STUDENT LEARNING STANDARDS

- RI 5.1** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI 5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI 5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI 5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI 5.5** 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.
- RI 5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI 5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI 5.9** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI 5.10** By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

- 9.1.4.B.1 Gather and evaluate knowledge from a variety of sources that fosters creativity and innovative thinking
- 9.1.4.C.1 Collaborate in teams that allows groups to achieve common goals with greater efficiency
- 9.1.4.D.3 Understand different cultural perspectives to enhance community
- 9.1.4.E.1 Integrate digital media to enhance communication
- 9.1.4.F.1 Promote ethical behavior and accountability
- 8.1.4.A.1 Understand how to use digital tools for appropriate applications

BIG IDEAS/COMMON THREADS

All students will sustain reading increasingly complex texts through a variety of genres with comprehension and fluency

ENDURING UNDERSTANDINGS

Readers apply comprehension skills and strategies in reading of nonfiction/informational texts in the content areas.

ESSENTIAL QUESTIONS

How do readers apply comprehension skills and strategies in reading of nonfiction/informational texts in the content areas?

ASSESSMENT

- Graphic organizers
- Subject based questions relating to topics in curriculum
- Project
- Unit based assessments

UNIT OBJECTIVES

Students will be able to...

- summarize text
- compare and contrast
- draw inferences
- integrate information
- read with accuracy and fluency
- engage in collaborative discussion
- report on a topic

SKILLS

Students will be able to...

- summarize two or more main ideas from texts and explain how they are supported by key details
- draw inferences from the text
- compare and contrast the overall structure of events, ideas, concepts, for information between texts
- integrate information from several texts on the same topic
- read with sufficient accuracy and fluency to support comprehension
- engage in collaborative discussion in order to enhance comprehension, formulate opinions and express them clearly
- report on a topic using relevant facts and details to support main ideas and themes
- synthesize text from multiple sources to design a new solution
- understand what plagiarism is and how to avoid plagiarizing
- read about heroes in current events that contribute to society
- apply technology to enhance meaning, communication and productivity in accordance to the Acceptable Use Policy

RESOURCES MONDO

Shared Reading:

Planet of the Plants

Magnets: Magnetism

Maps Are Cool

Flip Side Series

Water Wonders of the World

Cents and Non Cents

Hunters, Gatherers, and Trackers

Info Pairs

Social Studies/ Science texts

If You Lived... series

WEBSITE:

www.newsela.com

Oradell and River Edge Public Schools

RE BOE Approved (7/26/17)

OPS BOE Approved

Differentiation

Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products.

This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure. This addendum reveals pathways for differentiation specific to four distinct student populations.

Teachers can differentiate

- **Content** What we teach and how we give students access to the information and ideas that matter
- **Process** How students come to understand and “own” the knowledge, understanding, and skills essential to a topic
- **Product** How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study

According to students'

- **Readiness** The current knowledge, understanding, and skill level a student has related to a particular sequence of learning
- **Interest** What a student enjoys learning about, thinking about, and doing
- **Learning Style** A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture

Modifications

Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).

Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).

Use project-based science learning to connect social studies with real-life experiences.

Structure the learning around explaining or solving a social or community-based issue.

Provide ELL students with multiple literacy strategies.

Collaborate with after-school programs or clubs to extend learning opportunities.

Restructure lesson using UDL principles

<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD UA>

Gifted and Talented (*content, process, product and learning environment*)

N.J.A.C. 6A:8--3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Self-Directed Learning Specific ongoing activities in which students work independently

Curriculum Compacting Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level.

Sample resource: <http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Flexible Grouping Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Jigsaw Activities Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique

to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Graphic Organizers/Extension Menus Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Students at Risk of School Failure

Districts are required to administer grade level benchmark and/or interim assessments in content areas. After each administration, districts should analyze the data to identify which students are at-risk in this content area. Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who may be at risk.

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

- Bilingual dictionaries
- Visual aids
- Teacher made adaptations, outlines, study guides
- Varied leveled texts of the same content

Preparing students for the lesson:

- *Building Background Information* Done through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- *Simplifying Language for Presentation* Using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- *Developing Content Area Vocabulary* Done through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary.
- *Concept Development* Enduring understanding requires thorough and contextualized study of subjects across grades and courses.
- *Giving Directions* Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and nonverbal communication.

- Provide students with opportunities to participate in numerous discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.

WIDA -- <https://www.wida.us/>

Students with Disabilities (*appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team*)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in classroom settings, grades K-12. The primary aim of education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation Expanding student motivation to learn content can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring Instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward lesson/unit objectives.