

Grade: 5	Course: ELA
Pacing Guide: 9 weeks	
Unit: 1 HMH Into Reading Modules 1-3 HMH Writer's Workshop Module 3 Argument Writing	Big Ideas: Module 1: A genre focus on informational text provides students with opportunities to identify author's purpose, central ideas, and text structure in order to better understand unfamiliar texts. Module 2: A genre focus on fiction provides students with opportunities to identify characters, setting, plot, and conflict in order to better understand unfamiliar texts. Module 3: A genre focus on informational text provides students with opportunities to identify central ideas, summarize events, and to ask and answer questions in order to better understand unfamiliar texts. Writer's Workshop: How to Write Argumentative Essays
<i>Content Area NJSLs Performance Expectations Addressed</i>	
<p>Reading Domain:</p> <ul style="list-style-type: none"> • RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. • RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. • RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation. • RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation. <p>Writing Domain:</p> <ul style="list-style-type: none"> • W.AW.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.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain:

- SL.PE.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.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Domain:

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- L.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 text orally with accuracy, appropriate rate, and expression.

- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.

Interdisciplinary Connections

Social Studies:

- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 9.4.5.CI.1: 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.

- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies

21st Century Skills Standards:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme
- Summarize the key points of a text
- Identify details to support the main idea

- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader
- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:

- Distinguish fact from opinions
- Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
- Group supporting details to support the writer's purpose
- Introduce a topic or text clearly
- State an opinion to be supported with evidence
- Write a thesis statement to focus the writing
- Organize ideas into a specific structure in which ideas are logically grouped
- to support the writer's purpose
- Logically order reasons that are supported by facts and details
- Quote directly from text when appropriate
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a conclusion or section related to the opinion presented
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills

- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills
- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information from multiple sources to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:

- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Language Domain:

- Define conjunctions, prepositions, and interjections
- Identify conjunctions, prepositions, and interjections in sentences
- Explain the purpose of conjunctions, prepositions, and interjections in sentences
- Identify the tense of verbs
- Identify perfect verb tenses in writing
- Conjugate verbs using the perfect verb tenses
- Define and identify items in a series

- Separate items in a series using appropriate punctuation
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a particular topic
- Use knowledge of conjunctions to broaden vocabulary
- Identify and correct fragments, run-ons, rambling sentences, and comma splices in sentences.
- Practice writing complete sentences that avoid fragments, run-ons, rambling, and comma splices.
- Maintain consistent verb tense throughout their writing.
- Correctly place phrases and clauses within sentences to enhance clarity.
- Distinguish between when to use adjectives and adverbs appropriately.
- Identify and correct subject-verb agreement errors in sentences.
- Ensure pronouns agree in number and gender with their antecedents in sentences.
- Distinguish between commonly confused words (e.g., there/their/they're, your/you're, its/it's) in sentences.
- Correctly use these words in context to demonstrate understanding.
- Select idiomatic language and choose words for effect in their writing.
- Use punctuation marks (e.g., commas, dashes) to convey meaning and enhance the effectiveness of their writing.
- Use commas correctly to separate items in a series.
- Use commas appropriately in a series of phrases or clauses within sentences.
- Use commas to separate introductory elements from the rest of sentences.
- Correctly use commas to set off the words "yes" and "no" within sentences.
- Use commas to indicate direct address in sentences.

Academic Vocabulary

Close reading, Questioning, Importance, Patterns, Connections, Quotes, References, Explicit, Inferences, Details, Analysis, Actions, Thoughts, Characters, Speakers, Patterns, Theme, Message, Summarize, Key points, Main ideas, Informational, Author's support, Figurative, Metaphors, Similes, Narrator, Point of view, Perspectives, Strategies, Decoding, Multisyllabic, Fluency, Comprehension, Fact, Opinion, Organization, Structure, Topic, Thesis, Ideas, Logically, Reasons, Evidence, Quotes, Conclusion, Clarity, Purpose, Revision, Editing, Spelling, Grammar, Punctuation, Graphic organizers, Research, Investigation, Information, Collaboration, Technology, Keyboarding, Reflection, Audience,

Knowledge, Discussions, Conversations, Topics, Texts, Structured, Collaborative, Active listening, Group discussion, Formal, Informal, Adaptation, Conjunctions, Prepositions, Interjections, Tense, Verbs, Series, Punctuation, References, Decipher, Glossaries

<i>Essential Questions</i>	<i>Enduring Understandings</i>
<ul style="list-style-type: none"> • How can identifying the author's purpose—such as to inform, persuade, or entertain—help us understand the main ideas and intent behind a nonfiction text? • What clues within a nonfiction text can reveal the author's purpose, and how do these clues influence our understanding of the content? • What strategies can readers use to determine the main idea of a nonfiction text, and how do supporting details reinforce this central concept? • In what ways do the main idea and supporting details work together to convey the author's purpose in a nonfiction text? • How do different text structures, such as cause and effect, compare and contrast, and problem and solution, organize information in nonfiction texts? • How do different text structures, such as cause and effect, compare and contrast, and problem and solution, organize information in nonfiction texts? • How does understanding the author's chosen text structure improve our ability to summarize and synthesize information from nonfiction texts? • How does genre affect the way a story is told? • How do the characters, setting, plot, and theme work together to create a meaningful and engaging story? • How do myths from different cultures attempt to explain the origins of the world and natural phenomena, often featuring gods and supernatural beings with human-like qualities? • How can imaginary worlds and magical elements in a fantasy story teach us about real-life challenges and important values? • How can you use supporting details to help identify the key point an author is trying to convey in a nonfiction text? 	<ul style="list-style-type: none"> • Authors write informational texts to inform, explain, or persuade their readers. • Analyzing the structure, tone, and content of a text, help readers identify the author's purpose. • Author's varying purposes shape the way information is presented. • Recognizing the author's purpose helps readers better understand the message and evaluate the effectiveness of the text. • The central idea of an informational text is the key message or main point the author wants to convey. • The central idea can be understood by analyzing supporting details and considering how information is organized throughout the text. • Understanding various nonfiction text structures enhances comprehension and analytical skills. • Identifying signal words and phrases facilitates the recognition of text structures. • Recognizing the interplay between text structure and author's purpose enhances critical thinking. • • Key story elements—characters, setting, plot, conflict, and theme—work together to create a complete and engaging narrative. • Authors use story elements to develop the plot, reveal character motivations, and convey deeper meanings. • Understanding story elements helps readers gain a deeper appreciation for how stories are structured and how they impact the reader.

- How can identifying the most important information in a text and restating it in one's own words, help readers understand the main ideas and summarize the text?
- How can asking and answering questions help me better understand a text and deepen my thinking about what I read?
- Writer's Workshop: How can we use persuasion to make and support our claims?
- How can you choose a topic that is interesting and debatable for a persuasive essay?
- How do you develop a strong thesis statement that clearly presents your opinion?
- What strategies can you use to make your writing more convincing and persuasive to the reader?

- Myths are traditional stories from a culture that explain natural phenomena, human behaviors, and origins of the world.
- Myths often feature gods, heroes, and symbolic elements, which can teach important life lessons and reflect the values of the culture that created them.
- Even in fantastical worlds, stories often convey important real-life lessons and messages about human nature, courage, friendship, and overcoming challenges, which readers can apply to their own lives.
- To fully comprehend a nonfiction text, readers must identify the key message or main point the author is conveying throughout the piece, recognizing how supporting details and evidence build upon that central idea.
- Summarizing involves identifying the most important ideas in a text and restating them in a clear and concise way.
- When summarizing, readers must focus on key details and omit less important information.
- Summarizing captures the main message of the text and helps readers understand and remember the most essential information.
- Asking and answering questions while reading helps readers engage with the text, clarify their understanding, and deepen their thinking.
- Asking both literal and inferential questions help readers identify important details, make connections, and explore the meaning behind a text.
- Asking and answering questions helps readers become more thoughtful and active readers.
- There are various cause and effects of different types of natural disasters.
- Persuasive writing is a way to convince others to agree with a point of view or take a specific action.
- By using strong reasons, evidence, and clear organization, writers can present their ideas in a convincing and respectful manner.

	<ul style="list-style-type: none"> • Effective persuasive writing includes understanding the audience, addressing counterarguments, and using persuasive language to strengthen the argument. • In persuasive writing, a thesis statement clearly expresses the main point or argument of the essay, guiding the reader on what to expect and should be specific, focused, and tell the reader what the writer will prove or discuss in the rest of the essay.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> • Social Emotional Learning Lesson: use anchor text from Module 1 Week 3 Skill: Self Awareness “Captain Arsenio” by Pablo Bernasconi • Diversity, Equity and Inclusion Resources: use anchor text from Module 1 Week 2 text “Wheelchair Sports: From Hang Glider to Wheeler-Dealer” Simon Shapiro • Amistad Law: use teacher read aloud text from Module 1 Week 1 text “A High Quality Inventor: Life of Elijah McCoy” by • HMH Into Reading Know It Show It workbook • HMH Into Reading Student Reading book • HMH Into Reading anchor charts • HMH Into Reading graphic organizers • HMH Into Reading Display and Engage cards • HMH Into Reading Interactive Vocabulary activities • HMH Writer’s Workshop Focal Text: “Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future, Written and Illustrated by Allan Drummond • iReady Student Learning Path and Assignments • RazKids • EPIC • Kahoot • Prodigy Vocabulary 	<p>Formative</p> <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions • Self Reflections • Editing Checklists • R.A.C.E.R responses • Writing Rubrics from HMH Into Reading • Graphic Organizers • Class discussion • Open-ended response questions & comprehension questions • Teacher observation • Classwork Practice • Video logs <p>Summative</p> <ul style="list-style-type: none"> • Tests • Skills assessment/Benchmarks • Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> • Centers/activities/games • Performance assessments • Projects

- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- [Circle Plot Diagram | Read Write Think](#)
- [How A Read Aloud helps with Literacy](#)
- [4th and 5th Grade Worksheets | Reading Printables](#)
- [Main Idea Worksheets](#)
- [Compare & Contrast Map | Read Write Think](#)
- [Essay Map | Read Write Think](#)
- [Implementing the Writing Process](#)
- [Vocabulary Songs & Videos - The Word-Up Project](#)
- [Context Clues Worksheets | Reading Comprehension Activities](#)
- [Word Usage Worksheets | Language Arts Activities](#)
- [Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets](#)
- [4th and 5th Grade Worksheets | Reading Printables](#)
- [Concept Map | Read Write Think](#)
- [5th Grade CCSS: Language](#)
- [Free 5th Grade Grammar Worksheets | Education.com](#)
- [Current Events | izzit.org](#)
- [Teachers | Smithsonian Magazine](#)
- [Whole Brain Teaching: Critical Thinking](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)

<ul style="list-style-type: none"> • Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials. • Integrated G&T programming into the general education school day. • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	<ul style="list-style-type: none"> • Online Dictionary • Use lots of visuals • Use physical activity; model, role-play • Repeat/Rephrase often • Use lower level materials when appropriate
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior • Daily feedback to student • Use de-escalation strategies 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

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| <ul style="list-style-type: none">• Use positive reinforcement• Use proximity/touch control• Use peer supports and mentoring• Model expected behavior by adults• Have parent sign homework/behavior chart• Set and post class rules• Chart progress and maintain data | |
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Grade: 5	Course: ELA
Pacing Guide: 9 weeks	
Unit: 2 HMH Into Reading Modules 4-6 HMH Writer’s Workshop Module 1 “Expository Essay”	Big Ideas: Module 4: A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and author’s craft techniques in order to better understand unfamiliar texts. Module 5: A genre focus on persuasive text provides students with opportunities to identify the author’s purpose and audience, in order to better understand unfamiliar texts. Module 6: A genre focus on biography provides students with opportunities to identify central ideas, point of view, author’s craft, figurative language, and literary elements in order to better understand unfamiliar texts. Writer’s Workshop: How to Write an Expository Essay
<i>Content Area NJSLs Performance Expectations Addressed</i>	
Reading Domain: <ul style="list-style-type: none"> • RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. • RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. • RI.TS.5.4. 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. • RL.PP.5.5. Describe how a narrator’s or speaker’s point of view influences how events are described, and how that may influence the reader’s interpretation. • RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader’s interpretation. • RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears. 	

- RI.AA.5.7. 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.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Writing Domain:

- W.IW.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 aid in 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.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain:

- SL.PE.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.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.PI.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.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Domain:

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- L.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 text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.

Interdisciplinary Connections

Social Studies:

- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Visual and Performing Arts:

- 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively solve during artmaking and design projects.

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks
- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 9.4.5.CI.1: 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.

21st Century Skills Standards:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.

- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details
- Identify the relationships or interactions between people, places and ideas in text
- Explain the relationship to analyze the text
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective
- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems
- Identify the points or claims an author makes in a text
- Identify reasons and evidence for those points or claims made
- Prove each point with evidence from the text
- Explain how an author uses proof to support a point in the text
- Find similarities and differences in themes and topics when reading stories of the same genre
- Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)

- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:

- Organize ideas using various strategies
- Introduce a topic clearly
- Compose a clear thesis statement
- Provide a general observation and focus
- Group related information logically
- Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information
- Use transitional words, phrases, and clauses
- Select specific language and vocabulary to convey ideas and information
- Write a conclusion that is related to the information or explanation
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills
- Locate information from print and digital sources
- Integrate information from personal experiences

- Include a list of sources used
- Take notes on information gathered from the sources to support the topic
- Synthesize information to avoid plagiarism
- Organize information into categories
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:

- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
- Identify the key points and supporting details of a text presented orally
- Summarize a written text read aloud or information presented in multiple formats
- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Language Domain:

- Define conjunctions, prepositions, and interjections
- Identify conjunctions, prepositions, and interjections in sentences
- Explain the purpose of conjunctions, prepositions, and interjections in sentences
- Identify the tense of verbs describe time, sequences, states, and conditions in reading
- Convey various times, sequences, states, and conditions using verb tenses in writing
- Outline comma rules for setting off introductory words and phrases, the words yes and no, tag questions, and direct address
- Identify introductory words and phrases
- Separate an introductory element from the rest of the sentence by using commas
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling

- Identify sentences in writing that need revision
- Revise writing by expanding, combining, and reducing sentences
- Determine similarities and differences in the presentation of English used in stories
- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a particular topic
- Use knowledge of conjunctions to broaden vocabulary
- Identify and correct fragments, run-ons, rambling sentences, and comma splices in sentences.
- Practice writing complete sentences that avoid fragments, run-ons, rambling, and comma splices.
- Maintain consistent verb tense throughout their writing.
- Correctly place phrases and clauses within sentences to enhance clarity.
- Distinguish between when to use adjectives and adverbs appropriately.
- Identify and correct subject-verb agreement errors in sentences.
- Ensure pronouns agree in number and gender with their antecedents in sentences.
- Distinguish between commonly confused words (e.g., there/their/they're, your/you're, its/it's) in sentences.
- Correctly use these words in context to demonstrate understanding.
- Select idiomatic language and choose words for effect in their writing.
- Use punctuation marks (e.g., commas, dashes) to convey meaning and enhance the effectiveness of their writing.
- Use commas correctly to separate items in a series.
- Use commas appropriately in a series of phrases or clauses within sentences.
- Use commas to separate introductory elements from the rest of sentences.
- Correctly use commas to set off the words "yes" and "no" within sentences.
- Use commas to indicate direct address in sentences.

Academic Vocabulary

Closely, Connections, Quotes, Inferences, Details, Analysis, Theme, Message, Summarize, Informational, Author's, Figurative, Metaphors, Similes, Narrator, Perspectives, Synthesize, Media, Points, Claims, Prove, Themes, Context, Sources, Categories, Organize, Introduce, Thesis, Observation, Link, Transitional, Language, Conclusion, Purpose, Revision, Editing, Spelling, Grammar, Punctuation, Graphic, Digital, Technology, Keyboarding, Locate, Integrate, Plagiarism, Reflect, Audience, Knowledge, Conversations, Structured, Collaborative, Summarize, Report, Logical, Coherent, Pace, Opinions, Discourse, Adapt, Conjunctions, Prepositions, Interjections, Tense, Sequences, Commas, Expand, Combine, Reduce, Revision, Context

<i>Essential Questions</i>	<i>Enduring Understandings</i>
<ul style="list-style-type: none"> • What character traits were needed in people who settled West? • How can reading historical fiction help us understand what everyday life was like in the past? • What is the most important message or key idea the author wants you to understand in this text, and how are the details used to support it? • How does the central idea in a historical fiction text help us understand both the characters' experiences and the time period in which the story takes place? • How do authors use literary techniques, such as setting, character development, and dialogue, to bring a historical time period to life and enhance the story in historical fiction? • How do authors use specific word choices, such as descriptive language and domain-specific vocabulary, to convey meaning and enhance the reader's understanding in nonfiction texts? • How can readers identify the author's main goal in a text, whether it's to inform, persuade, entertain, or describe, by looking at the words and details they choose to use? • How can readers retell the events of a drama, including the characters' actions and key moments, to capture the main plot and the message of the story? • How does the central idea of a biography help readers understand the main achievements and life lessons of the person being described? • How does the narrator's perspective influence how events are described in a story? • How can understanding different points of view help readers better interpret a text? • How does figurative language, like similes, metaphors, and personification, help create vivid images and deeper meaning in realistic fiction stories? • How does figurative language in realistic fiction help readers understand characters' emotions and experiences in a deeper way? 	<ul style="list-style-type: none"> • Our successful frontiersmen and women displayed certain character traits aided their ability to thrive. • The central idea in historical fiction texts is the main message or theme that reflects both the historical context and the fictional elements of the story. • Through key events, characters, and details, authors blend real historical events with imagined characters and situations to communicate deeper meanings about the past. • Understanding the central idea helps readers connect the fictional story to the real history it portrays and gain insight into the time period. • Authors of historical fiction use specific writing techniques, such as vivid settings, realistic characters, and historical details, to blend fact and imagination in a way that brings the past to life. • Authors use specific word choices and language features to convey meaning and enhance reader understanding. • Identifying author's purpose and audience better help readers understand unfamiliar persuasive texts. • There are many ways to protect the future of the world around us. • Caring for our Earth and it's living things improves not only our life now, but our future as well. • Author's write with different purposes: to inform, entertain, persuade, or express feelings. • By analyzing the content, tone, and structure of a text, readers can identify the author's intent and how it influences the way information is presented. • Understanding an author's purpose helps readers better comprehend the text and evaluate its effectiveness in achieving its goal. • Retelling a drama involves summarizing the key events, characters, and dialogue in a way that captures the main plot and themes.

- Writer's Workshop: How can writers clearly explain a topic and present information in an organized way so that readers can easily understand and learn from it?
- How can writers organize ideas in an expository essay to make the writing clear and easy to follow?
- Why is it important to support ideas with facts, examples, or explanations in expository writing?

- By focusing on important moments and how characters respond to challenges, readers can effectively retell the drama clearly and accurately.
- Retelling a drama helps readers understand the story's message and structure while making the plot easier to follow.
- The central idea in a biography highlights the key achievements, challenges, and life lessons of the person being written about.
- Identifying the main events and themes in the biography helps readers connect the central idea to the person's impact on the world.
- Understanding the central idea of a biography helps readers connect with the subject's experiences and recognize the broader lessons from their life.
- The way a story is told, or the perspective of the narrator, significantly impacts how events are described and perceived by the reader.
- Understanding this an author's point of view is crucial to fully comprehend a text.
- Figurative language, such as similes, metaphors, and personification, is used by authors in realistic fiction to create vivid images, express emotions, and add deeper meaning to the story.
- Figurative language enhances characters, settings, and events, making the story more engaging and meaningful.
- Understanding figurative language helps readers connect more deeply with the text and the author's intentions.
- Different forms of art impact people in different ways.
- Even great ideas for inventions require a lot of hard work.
- Expository writing is used to inform, explain, or describe a topic clearly and logically.
- Expository writing should be organized with a clear introduction, supporting details, and a conclusion.
- Effective expository writing uses precise language and details to communicate knowledge and make complex ideas easier to understand.

	<ul style="list-style-type: none"> Facts, examples, and details are important in expository writing because they support the main idea and provide evidence to make the explanation stronger and more informative.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> Social Emotional Learning Lesson: use anchor text from Module 5 Week 1 to teach the skill: Responsible Decision Making; Text: “Protective Powers of Nature Preserves” Diversity, Equity and Inclusion Resources: use anchor text from Module 6 Week 2 “The Good Gardener” by Katie Smith Milway Amistad Law: use anchor text from Module 6 Week 2 “Play Louis Play: The True Story of a Boy and His Horn” by Muriel Harris Weinstein Holocaust Law: use anchor text from Module text HMH Into Reading Know It Show It workbook HMH Into Reading Student Reading book HMH Into Reading anchor charts HMH Into Reading graphic organizers HMH Into Reading Display and Engage cards HMH Into Reading Interactive Vocabulary activities HMH Writer’s Workshop Focal Text: “Girls Think of Everything: Stories of Ingenious Inventions by Women,” by Catherine Thimmesh; Illustrated by Melissa Sweet iReady Student Learning Path and Assignments RazKids EPIC Kahoot Prodigy Vocabulary Quizziz BrainPop Blooket 	<p>Formative</p> <ul style="list-style-type: none"> Oral assessment Exit tickets Quizzes Daily writing/journals Small and whole group discussions Self Reflections Editing Checklists R.A.C.E.R responses Writing Rubrics from HMH Into Reading Graphic Organizers Class discussion Open-ended response questions & comprehension questions Teacher observation Classwork Practice Video logs <p>Summative</p> <ul style="list-style-type: none"> Tests Skills assessment/Benchmarks Essays/Writing Assignments <p>Alternative</p> <ul style="list-style-type: none"> Centers/activities/games Performance assessments Projects

- Flipgrid
- Padlet
- Teacher Created Materials
- [Circle Plot Diagram | Read Write Think](#)
- [How A Read Aloud helps with Literacy](#)
- [4th and 5th Grade Worksheets | Reading Printables](#)
- [Main Idea Worksheets](#)
- [Compare & Contrast Map | Read Write Think](#)
- [Essay Map | Read Write Think](#)
- [Implementing the Writing Process](#)
- [Vocabulary Songs & Videos - The Word-Up Project](#)
- [Context Clues Worksheets | Reading Comprehension Activities](#)
- [Word Usage Worksheets | Language Arts Activities](#)
- [Fifth Grade Spelling Words – Free 5th Grade weekly List. Worksheets](#)
- [4th and 5th Grade Worksheets | Reading Printables](#)
- [Concept Map | Read Write Think](#)
- [5th Grade CCSS: Language](#)
- [Free 5th Grade Grammar Worksheets | Education.com](#)
- [Current Events | izzit.org](#)
- [Teachers | Smithsonian Magazine](#)
- [Whole Brain Teaching: Critical Thinking](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play

<ul style="list-style-type: none"> • Integrated G&T programming into the general education school day. • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	<ul style="list-style-type: none"> • Repeat/Rephrase often • Use lower level materials when appropriate
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior • Daily feedback to student • Use de-escalation strategies • Use positive reinforcement • Use proximity/touch control • Use peer supports and mentoring 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

- | | |
|--|--|
| <ul style="list-style-type: none">• Model expected behavior by adults• Have parent sign homework/behavior chart• Set and post class rules• Chart progress and maintain data | |
|--|--|

Grade: 5	Course: ELA
Pacing Guide: 9 weeks	
Unit: 3 HMH Into Reading Modules 7-9 HMH Writer’s Workshop Module 2 - Narrative	Big Ideas: Module 7: A genre focus on autobiography provides students with opportunities to identify author’s craft and purpose, and to make and confirm predictions in order to better understand unfamiliar texts. Module 8: A genre focus on poetry provides students with opportunities to identify the elements of poetry and author’s craft in order to better understand unfamiliar texts. Module 9: A genre focus on mystery provides students with opportunities to make inferences, to make and confirm predictions, and to identify literary elements and figurative language in order to better understand unfamiliar texts. Writer’s Workshop: How to Write a Narrative
Content Area NJSLs Performance Expectations Addressed	
Reading Domain: <ul style="list-style-type: none"> • RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. • RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. • RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact). • RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • RL.PP.5.5. Describe how a narrator’s or speaker’s point of view influences how events are described, and how that may influence the reader’s interpretation. • RL.MF.5.6. 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.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

Writing Domain:

- W.NW.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.
- W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain:

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

- SL.PI.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.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Domain:

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- L.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 text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3. 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.

Interdisciplinary Connections

Social Studies:

- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Computer Science and Design Thinking

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.
- 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks
- 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies

Career Readiness, Life Literacies, and Key Skills

Technology Standards:

- 9.4.5.CI.1: 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.
- 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.

21st Century Skills Standards:

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing community member and employee.
- Consider the environmental, social and economic impacts

- of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity, increase collaboration and communicate effectively.

Student Learning Objectives (SLO)

Students will be able to...

Reading Domain:

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details
- Examine texts to find similarities and differences, focusing on characters, setting, events, individuals, ideas, and concepts
- Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader
- Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)
- Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text Identify the narrator's point of view
- Explain how the point of view impacts the events in the text
- Synthesize information from multiple sources

- Use media efficiently to answer questions and to solve problems
- Find similarities and differences in themes and topics when reading stories of the same genre
- Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
- Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:

- Compose a story hook to engage the reader
- Establish the story's background or situation
- Introduce a narrator and/or characters
- Purposefully arrange events to make the story flow
- Use dialogue and description to develop experiences and events
- Show the responses of characters to situations, when appropriate
- Use a variety of transitional words and phrases to manage the sequence of events
- Use concrete words and phrases to relay story details
- Use sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills

- Use strategies for reading literary and informational text to investigate topics
- Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:

- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
- Identify the key points and supporting details of a text presented orally
- Summarize a written text read aloud or information presented in multiple formats
- Report on a topic or text, telling a story, or recounting an event in an organized, logical manner
- Present information orally and in coherent, spoken sentences
- Use an appropriate pace when presenting
- Present and logically support personal opinions
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Adapt speech to a variety of contexts and tasks

Language Domain:

- Define conjunctions, prepositions, and interjections
- Identify conjunctions, prepositions, and interjections in sentences
- Explain the purpose of conjunctions, prepositions, and interjections in sentences
- Identify the tense of verbs
- Identify and correct inappropriate shifts in verb tense in writing
- Outline comma rules for setting off the words yes and no, tag questions, and direct address
- Apply comma rules to set off the words yes and no in sentences
- Apply comma rules to set off a tag question from the rest of the sentence
- Apply comma rules to indicate direct address

- Indicate a title by using the proper punctuation for the text
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Decipher the meanings of words and phrases by using sentence context
- Identify the purpose and use of glossaries and dictionaries
- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Identify similes and metaphors in text
- Infer the meaning of simple similes and metaphors
- Identify idioms, adages, and proverbs in text
- Explain the meaning of common idioms, adages, and proverbs
- Determine synonyms and antonyms of words to show meaning
- Identify and explain the difference in meanings in related words, like homographs
- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a particular topic
- Use knowledge of conjunctions to broaden vocabulary
- Identify and correct fragments, run-ons, rambling sentences, and comma splices in sentences.
- Practice writing complete sentences that avoid fragments, run-ons, rambling, and comma splices.
- Maintain consistent verb tense throughout their writing.
- Correctly place phrases and clauses within sentences to enhance clarity.
- Distinguish between when to use adjectives and adverbs appropriately.
- Identify and correct subject-verb agreement errors in sentences.
- Ensure pronouns agree in number and gender with their antecedents in sentences.
- Distinguish between commonly confused words (e.g., there/their/they're, your/you're, its/it's) in sentences.
- Correctly use these words in context to demonstrate understanding.
- Select idiomatic language and choose words for effect in their writing.
- Use punctuation marks (e.g., commas, dashes) to convey meaning and enhance the effectiveness of their writing.
- Use commas correctly to separate items in a series.
- Use commas appropriately in a series of phrases or clauses within sentences.
- Use commas to separate introductory elements from the rest of sentences.
- Correctly use commas to set off the words "yes" and "no" within sentences.
- Use commas to indicate direct address in sentences.

Academic Vocabulary

Quotes, Inferences, Details, Analysis, Theme, Message, Summarize, Informational, Author's, Figurative, Metaphors, Similes, Organization, Structure, Narrator's, Perspectives, Synthesize, Media, Similarities, Differences, Compose, Establish, Introduce, Arrange, Dialogue, Description, Transitional, Concrete, Sensory, Conclusion, Revision, Editing, Spelling, Grammar, Punctuation, Graphic, Digital, Technology, Keyboarding, Research, Reflect, Knowledge, Conversations, Structured, Collaborative, Summarize, Report, Logical, Coherent, Pace, Opinions, Discourse, Adapt, Conjunctions, Prepositions, Interjections, Tense, Commas, Title, Glossaries, Dictionaries, Idioms, Adages, Proverbs, Synonyms, Antonyms, Relationships

<i>Essential Questions</i>	<i>Enduring Understandings</i>
<ul style="list-style-type: none"> • How does an author use personal details and experiences in their autobiography to reveal their unique perspective and convey a meaningful message to the reader? • How can readers use clues from the text to make predictions about what will happen next? • Why is it important for readers to confirm or adjust their predictions during reading? • How can making predictions before reading help you better understand and remember key information in nonfiction texts? • How do the elements of poetry, such as rhyme, rhythm, imagery, and figurative language, work together to create meaning and evoke emotions in a poem? • How do poets use techniques like word choice, imagery, and structure to create meaning, mood, and impact in their poems? • How do rhyme, rhythm, and meter work together to create the mood or feeling of a poem? • Why do poets use figurative language, such as metaphors and similes, to enhance the meaning of their poems? • How does the structure of a poem (like stanzas, line breaks, and punctuation) affect the way we understand and experience the poem? • How can readers use clues and details in a mystery story to make inferences about what might happen next or to solve the mystery? • How can clues in the text and a reader's own experiences help readers make inferences about a character's feelings or motivations, the setting, or plot? 	<ul style="list-style-type: none"> • Authors of autobiographies use specific writing techniques to share their personal experiences, thoughts, and feelings. • By examining the author's craft, such as their use of narrative structure, tone, and reflection, readers can understand how these choices help convey the author's purpose, whether it's to inform, inspire, or reflect on their life. • Understanding the author's craft and purpose helps readers connect with the story and gain insight into the author's unique perspective. • Making predictions involves using clues from the text, such as details about characters, setting, and plot, to anticipate what might happen next. • During reading, it is important to confirm or adjust predictions based on new information and evidence in the story. • Confirming and adjusting predictions helps readers stay engaged with the text and deepen their understanding by actively thinking ahead and refining their ideas. • Curiosity can lead to exciting discoveries across land, sea, and space. • Elements of poetry, such as rhyme, rhythm, imagery, and figurative language, work together to enhance the meaning, mood, and emotions of a poem. • Poets use language creatively to convey ideas, paint vivid pictures, and connect with the reader on an emotional level. • Understanding elements of poetry helps readers appreciate the art and structure of poetry.

- How do inferences help readers understand deeper meanings or hidden messages in a story that aren't directly stated by the author?
- How do literary elements such as characters, setting, plot, and theme work together to create a complete story and help readers understand its deeper meaning?
- Writer's Workshop: What are the elements of an engaging story?
- What makes a narrative story engaging and interesting for the reader?
- How can setting, characters, and plot work together to create a meaningful story?
- Why is it important to include sensory details and emotions in a narrative?
- How can a strong beginning, middle, and end help organize a narrative effectively?
- How do writers show rather than tell in a story to make it more vivid and engaging?

- Poets use specific craft techniques, such as word choice, imagery, rhythm, and structure, to create meaning, evoke emotions, and engage readers.
- Poets carefully select and arrange words to shape the poem's tone and message.
- Recognizing the author's craft in poetry helps readers appreciate the creativity and intention behind the work.
- Poetry uses structure, sound, and rhythm to convey emotions, ideas, and meaning in creative and impactful ways.
- Figurative language, such as metaphors, similes, and personification, adds depth and layers to a poem, allowing readers to interpret its meaning on different levels.
- The form and structure of a poem, including line breaks, stanzas, and punctuation, guide the reader's understanding and experience of the poem's message.
- Making inferences in mystery stories involves using clues, details, and a reader's own background knowledge to draw conclusions about the plot, characters, or outcomes.
- Carefully analyzing mystery texts allows readers to piece together information to predict what might happen next or uncover hidden meanings.
- Inference helps readers actively engage with the story and become detectives, solving mysteries alongside the characters.
- Literary elements such as characters, setting, plot, conflict, and theme work together to shape the structure and meaning of a story.
- Authors use literary elements to develop the narrative and convey messages so readers can better understand and appreciate the story's deeper meaning and the author's purpose.
- Writing a narrative involves telling a story with a clear beginning, middle, and end, focusing on characters, setting, and events.

	<ul style="list-style-type: none"> • Descriptive language, dialogue, and strong sequencing are all elements of engaging stories that capture the reader's attention. • Strong characters and a well-developed setting make a narrative interesting and help the reader connect with the story. • Vivid details, actions, and emotions (rather than simply stating facts) help readers experience the story and make it feel more real and engaging. • Every narrative has a problem or challenge (conflict) that the characters face, and the story becomes more exciting when it shows how the conflict is resolved.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> • Social Emotional Learning Lesson: use anchor text from Module 8 Week 1 Skill: Social Awareness with text "A Movie in my Pillow" by Jorge Argueta • Diversity, Equity and Inclusion Resources: use anchor text from Module 7 Week 1 text "A Few Who Dared" • Amistad Law: use anchor text from Module 9 Week 1 "Mr. Linden's Library" by Walter Dean Myers • Holocaust Law: use anchor text from Module 8 Week 3 text "Inside Out and Back Again" by Thanhha Lai • HMH Into Reading Know It Show It workbook • HMH Into Reading Student Reading book • HMH Into Reading anchor charts • HMH Into Reading graphic organizers • HMH Into Reading Display and Engage cards • HMH Into Reading Interactive Vocabulary activities • HMH Writer's Workshop Focal Text: "The Mesmer Menace," by Kersten Hamilton; Illustrated by James Hamilton • iReady Student Learning Path and Assignments • RazKids 	<p>Formative</p> <ul style="list-style-type: none"> • Oral assessment • Exit tickets • Quizzes • Daily writing/journals • Small and whole group discussions • Self Reflections • Editing Checklists • R.A.C.E.R responses • Writing Rubrics from HMH Into Reading • Graphic Organizers • Class discussion • Open-ended response questions & comprehension questions • Teacher observation • Classwork Practice • Video logs <p>Summative</p> <ul style="list-style-type: none"> • Tests • Skills assessment/Benchmarks • Essays/Writing Assignments

- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- [Circle Plot Diagram | Read Write Think](#)
- [How A Read Aloud helps with Literacy](#)
- [4th and 5th Grade Worksheets | Reading Printables](#)
- [Main Idea Worksheets](#)
- [Compare & Contrast Map | Read Write Think](#)
- [Essay Map | Read Write Think](#)
- [Implementing the Writing Process](#)
- [Vocabulary Songs & Videos - The Word-Up Project](#)
- [Context Clues Worksheets | Reading Comprehension Activities](#)
- [Word Usage Worksheets | Language Arts Activities](#)
- [Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets](#)
- [4th and 5th Grade Worksheets | Reading Printables](#)
- [Concept Map | Read Write Think](#)
- [5th Grade CCSS: Language](#)
- [Free 5th Grade Grammar Worksheets | Education.com](#)
- [Current Events | izzit.org](#)
- [Teachers | Smithsonian Magazine](#)
- [Whole Brain Teaching: Critical Thinking](#)

Alternative

- Centers/activities/games
- Performance assessments
- Projects

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.

Multilingual Learners

- Alternate Responses

<ul style="list-style-type: none"> • Regular classroom curricula and instruction that is adapted, modified, or replaced. • Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials. • Integrated G&T programming into the general education school day. • Flexible groupings of students to facilitate differentiated instruction and curriculum. <p>Learning Environments:</p> <ul style="list-style-type: none"> • Extensive outside reading • Active classroom discussion • Innovative oral and written presentations • Deductive and inductive reasoning • Independent writing and research • Divergent thinking • Challenging problem solving situations • Interactive, independent and interdisciplinary activities 	<ul style="list-style-type: none"> • Notes in Advance • Extended Time • Simplified Instruction (written and verbal) • Online Dictionary • Use lots of visuals • Use physical activity; model, role-play • Repeat/Rephrase often • Use lower level materials when appropriate
<p>Special Education</p> <p>General Modifications:</p> <ul style="list-style-type: none"> • Allow outlining, instead of writing for an essay or major project • Computerized spell-check support • Word bank of choices for answers to test questions • Provision of calculator and/or number line for math tests • Film or video supplements in place of reading text • Reworded questions in simpler language • Projects instead of written reports • Highlighting important words or phrases in reading assignments • Modified workload or length of assignments/tests • Modified time demands • Pass/no pass option • Modified grades based on IEP <p>Behavior Modifications:</p> <ul style="list-style-type: none"> • Breaks between tasks • Cue expected behavior 	<p>At Risk (Intervention)</p> <ul style="list-style-type: none"> • Maximize use of community resources • Connect family to school and school activities • Support through transition • Help develop compensating strategies • Increase opportunity for positive peer group influences • Supplemental courses • Placement in small and interactive groups

- | | |
|--|--|
| <ul style="list-style-type: none">• Daily feedback to student• Use de-escalation strategies• Use positive reinforcement• Use proximity/touch control• Use peer supports and mentoring• Model expected behavior by adults• Have parent sign homework/behavior chart• Set and post class rules• Chart progress and maintain data | |
|--|--|

Grade: 5	Course: ELA
Unit: 4 HMH Modules 10-12 Writer's Workshop - Informational Text "Research Report"	Big Idea: Module 10: A genre focus on informational text provides students with opportunities to identify central ideas, text structure, and media techniques in order to better understand unfamiliar texts and video. Module 11: Genre Study - "Nonfiction" Module 12: Genre Study - "Fiction"
<i>Content Area NJSLs Performance Expectations Addressed</i>	
<p>Reading Domain:</p> <ul style="list-style-type: none"> • RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. • RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text. • RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. • RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact). • RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. • RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • RI.TS.5.4. 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. • RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation. • RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation. <p>Writing Domain:</p> <ul style="list-style-type: none"> • W.IW.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 aid in 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.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - A. Consider audience, purpose, and intent before writing.
 - B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
- W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
- W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain:

- SL.PE.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.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.UM.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.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language Domain:

- L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
- L.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 text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
 - A. Avoid fragments, run-ons and rambling sentences, and comma splices.
 - B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
 - C. Ensure agreement between subject and verb and between pronoun and antecedent.
 - D. Distinguish between frequently confused words.
 - E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
 - F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.VI.5.3. 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.

Interdisciplinary Connections

Social Studies:

- 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

Computer Science and Design Thinking	Career Readiness, Life Literacies, and Key Skills
<ul style="list-style-type: none"> 8.1.5.CS.1: Model how computing devices connect to other components to form a system. 8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies 	<p>Technology Standards:</p> <ul style="list-style-type: none"> 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. 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. <p>21st Century Skills Standards:</p> <ul style="list-style-type: none"> 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity. <p>Career Readiness, Life Literacies, and Key Skills Practices:</p> <ul style="list-style-type: none"> Act as a responsible and contributing community member and employee. Consider the environmental, social and economic impacts of decisions. Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Model integrity, ethical leadership and effective management. Use technology to enhance productivity, increase collaboration and communicate effectively.
Student Learning Objectives (SLO)	
<p>Students will be able to...</p> <p>Reading Domain:</p> <ul style="list-style-type: none"> Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text 	

- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme
- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)
- Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text
- Find the similarities and differences in the structure of two or more texts
- Determine the impact of the structure on text meaning
- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text
- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed
- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words
- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Domain:

- Organize ideas using various strategies
- Introduce a topic clearly
- Compose a clear thesis statement
- Provide a general observation and focus

- Group related information logically
- Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
- Purposefully select information to develop the topic
- Link ideas within paragraphs and sections of information
- Use transitional words, phrases, and clauses
- Select specific language and vocabulary to convey ideas and information
- Write a conclusion related to the information or explanation
- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)
- Focus the organization and development of a topic to reflect the task and purpose
- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills
- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information from multiple sources to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing
- Locate information from print and digital sources
- Integrate information from personal experiences
- Include a list of sources used
- Take notes on information gathered from the sources to support the topic
- Synthesize information to avoid plagiarism
- Organize information into categories
- Use reading literary and informational text to research and investigate topics
- Write a thesis statement
- Cite specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text

- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Speaking and Listening Domain:

- Use previous knowledge to expand discussions about a topic
- Engage in conversations about grade-appropriate topics and texts
- Participate in a variety of rich, structured conversations
- Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
- Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) Identify main ideas and themes of a presentation
- Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes
- Speak for a variety of purposes
- Distinguish between formal and informal discourse
- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- Adapt speech to a variety of contexts and tasks.

Language Domain:

- Define conjunctions, prepositions, and interjections
- Identify conjunctions, prepositions, and interjections in sentences
- Explain the purpose of conjunctions, prepositions, and interjections in sentences
- Define correlative conjunctions and explain the purpose
- Use correlative conjunctions appropriately when writing or speaking
- Indicate a title by using the proper punctuation for the text
- Explain the different types of punctuation used to indicate title and why
- Spell grade-appropriate words correctly
- Use references as needed to aid in spelling
- Decipher the meanings of words and phrases by using sentence context
- Determine the meaning of commonly used prefixes and suffixes
- Separate a base word from the prefix or suffix
- Use the definition of known prefixes and suffixes to define new words
- Identify root words in unknown words
- Use known root words to aid in defining unknown words
- Identify the purpose and use of glossaries and dictionaries

- Determine the structure of glossaries and dictionaries
- Use both print and digital glossaries and dictionaries to define and clarify words
- Use 5th grade vocabulary fluently when discussing academic or domain-specific topics
- Choose the most accurate word when describing contrast, addition, or other relationships
- Choose the most accurate word when discussing a particular topic
- Use knowledge of conjunctions to broaden vocabulary
- Identify and correct fragments, run-ons, rambling sentences, and comma splices in sentences.
- Practice writing complete sentences that avoid fragments, run-ons, rambling, and comma splices.
- Maintain consistent verb tense throughout their writing.
- Correctly place phrases and clauses within sentences to enhance clarity.
- Distinguish between when to use adjectives and adverbs appropriately.
- Identify and correct subject-verb agreement errors in sentences.
- Ensure pronouns agree in number and gender with their antecedents in sentences.
- Distinguish between commonly confused words (e.g., there/their/they're, your/you're, its/it's) in sentences.
- Correctly use these words in context to demonstrate understanding.
- Select idiomatic language and choose words for effect in their writing.
- Use punctuation marks (e.g., commas, dashes) to convey meaning and enhance the effectiveness of their writing.
- Use commas correctly to separate items in a series.
- Use commas appropriately in a series of phrases or clauses within sentences.
- Use commas to separate introductory elements from the rest of sentences.
- Correctly use commas to set off the words "yes" and "no" within sentences.
- Use commas to indicate direct address in sentences.
- Identify similes and metaphors in texts and explain their meaning within the context.
- Interpret the figurative language used by authors to convey deeper meanings or imagery.
- Recognize common idioms, adages, and proverbs in texts.
- Explain the meanings of idioms, adages, and proverbs and how they contribute to the overall message or theme of a text.
- Use synonyms, antonyms, and homographs to explore the relationships between words.
- Demonstrate understanding of how these word relationships can enhance comprehension and clarify nuances in meaning.

Academic Vocabulary

Efficiently, Scaffolding, Demonstrate, Wide range, Encounter, Find, Narrator's, Unique, Descriptions, Oral, Audio, Visual, Presentation, Enhancement, Main ideas, Themes, Discourse, Story hook, Background, Narrator, Events, Sequences, Sensory details, Coherent, Revision, Check sheets, Research question, Sources, Categories, Literary, Cite, Plagiarism, Expand, Rich, Structured, Collaborative, Observer, Buddy reading, Presentations, Contexts, Correlative, Punctuation, Known, Prefixes, Suffixes, Base word, Root words

<i>Essential Questions</i>	<i>Enduring Understandings</i>
<ul style="list-style-type: none"> • How can identifying the central idea of a nonfiction media piece help viewers understand the main message the author or creator is trying to convey? • Why is it important to distinguish between the central idea and supporting details when analyzing nonfiction media? • How does the central idea of a nonfiction media piece influence the way readers interpret the information presented? • How does the structure of a nonfiction text, such as cause and effect, compare and contrast, or problem and solution, help readers better understand the information being presented? • How does understanding the text structure of a nonfiction passage (like cause and effect, compare and contrast, or problem and solution) help readers better understand the main ideas? • Why do authors use different text structures in nonfiction writing, and how does each structure support the author's purpose? • How can understanding the structure of a nonfiction text improve a reader's ability to summarize and explain what they've read? • What standard features connect informational texts, narrative nonfiction texts, and persuasive texts? • How do authors use facts, details, and structure to convey information and help readers understand complex topics? • How can real-life stories be told in an engaging way while staying true to the facts? • How do authors use reasons and evidence to convince their audience to agree with their opinion? • What standard features connect realistic fiction, plays, and mysteries? • How do the characters' experiences and choices in realistic fiction help readers understand real-life situations? • How do characters, dialogue, and stage directions work together to tell a story in a play? • How do clues and inferences help us solve mysteries? • Writer's Workshop: What are the steps needed to write a detailed research report? 	<ul style="list-style-type: none"> • The central idea of nonfiction media is the main message or point that the creator wants to communicate, and understanding it helps the reader or viewer make sense of the content. • Supporting details in nonfiction media provide evidence and examples that explain and clarify the central idea, helping to deepen a viewer's understanding of the topic. • Identifying the central idea in nonfiction media allows consumers to evaluate the effectiveness of the message and how well the supporting details connect to the overall theme. • Creators of media use key visuals, spoken words, and actions to convey the central idea and support it with relevant details from the video. • The structure of a nonfiction text, such as cause and effect, comparison and contrast, or problem and solution, helps organize information in a way that makes it easier to understand. • Understanding text structure helps readers identify key ideas, make connections, and better comprehend the information presented. • Informational texts, narrative nonfiction texts, and persuasive texts all have similar features that connect them under the umbrella of nonfiction texts. • Informational texts present clear, accurate details on a specific topic, and they help readers gain knowledge by organizing information in a way that is easy to understand and use. • Narrative nonfiction blends factual information with storytelling techniques to create an interesting and informative story. • In narrative opinion texts, authors engage the reader through storytelling while also convincing them of the writer's opinion.

<ul style="list-style-type: none"> • How can writers choose a topic that is both interesting and researchable? • When conducting research, what makes a source reliable, and how do writers use it to support our research? • How can writers organize their findings into clear and effective sections for a research report? 	<ul style="list-style-type: none"> • Realistic fiction, plays, and mysteries all have similar features that connect them under the umbrella of fiction texts. • Realistic fiction texts connect the fictional world with real-world themes, exploring how the characters' actions, challenges, and growth reflect real-life issues and emotions. • In a play or drama, the characters, their spoken words, and the instructions for actions and movements (stage directions) all combine to bring a story to life on stage. • In mystery stories, clues and details are carefully placed by the author to help readers make inferences and solve the mystery alongside the characters. • The structure of a mystery story, including its suspense, red herrings, and resolutions, helps engage readers and encourages critical thinking as they try to figure out what happens next. • Gathering information, noticing details, and making logical guesses are key to understanding and solving mysteries. • Research and curiosity are flip sides of the same coin. • Research is questioning and investigating with a purpose. • Writing a research-based report involves gathering, organizing, and presenting information from multiple sources to answer a question or explore a topic. • When writing research reports, writers must focus on credible sources to summarize facts, support ideas with evidence, and present their findings in a clear and structured way. • Effective research-based reports communicate important information to the reader while demonstrating the writer's understanding of the topic and their ability to synthesize information.
Core Instruction/Supplemental Materials	Assessments
<ul style="list-style-type: none"> • Social Emotional Learning Lesson: use anchor text from Module 10 Week 1 Skill: Relationship Skills with text "Willie B: A Story of 	Formative <ul style="list-style-type: none"> • Oral assessment

- Hope” by Nancy Roe Pimm
- Diversity, Equity and Inclusion Resources: use anchor text from Module 11 Week 2 text “Parrots Over Puerto Rico” by Susan L. Roth and Cindy Trombore
- Amistad Law: use anchor text from Module 11 Week 2 text “Winds of Hope” by Katy Duffield
- HMH Into Reading Know It Show It workbook
- HMH Into Reading Student Reading book
- HMH Into Reading anchor charts
- HMH Into Reading graphic organizers
- HMH Into Reading Display and Engage cards
- HMH Into Reading Interactive Vocabulary activities
- HMH Writer’s Workshop Focal Text: The Day Glo Brothers: The True Story of Bob and Joe Switzer’s Bright Ideas and Brand-New Colors, by Chris Barton; Illustrated by Tony Persiani
- iReady Student Learning Path and Assignments
- RazKids
- EPIC
- Kahoot
- Prodigy Vocabulary
- Quizziz
- BrainPop
- Blooket
- Flipgrid
- Padlet
- Teacher Created Materials
- Circle Plot Diagram | Read Write Think
- How A Read Aloud helps with Literacy
- 4th and 5th Grade Worksheets | Reading Printables
- Main Idea Worksheets
- Compare & Contrast Map | Read Write Think
- Essay Map | Read Write Think
- Implementing the Writing Process

- Exit tickets
- Quizzes
- Daily writing/journals
- Small and whole group discussions
- Self Reflections
- Editing Checklists
- R.A.C.E.R responses
- Writing Rubrics from HMH Into Reading
- Graphic Organizers
- Class discussion
- Open-ended response questions & comprehension questions
- Teacher observation
- Classwork Practice
- Video logs

Summative

- Tests
- Skills assessment/Benchmarks
- Essays/Writing Assignments

Alternative

- Centers/activities/games
- Performance assessments
- Projects

- [Vocabulary Songs & Videos - The Word-Up Project](#)
- [Context Clues Worksheets | Reading Comprehension Activities](#)
- [Word Usage Worksheets | Language Arts Activities](#)
- [Fifth Grade Spelling Words – Free 5th Grade weekly List, Worksheets](#)
- [4th and 5th Grade Worksheets | Reading Printables](#)
- [Concept Map | Read Write Think](#)
- [5th Grade CCSS: Language](#)
- [Free 5th Grade Grammar Worksheets | Education.com](#)
- [Current Events | izzit.org](#)
- [Teachers | Smithsonian Magazine](#)
- [Whole Brain Teaching: Critical Thinking](#)

Modifications/Differentiated Activities

Enrichment/Gifted and Talented

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations

Multilingual Learners

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

- Interactive, independent and interdisciplinary activities

Special Education

General Modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior Modifications:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalation strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

At Risk (Intervention)

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups