

**Quinton Township School District**  
**English Language Arts**  
**Grade 5**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	1	<b>Unit Title:</b>	Narrative Nonfiction	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit, students explore how life experiences will shape an individual’s perspective and how location and socioeconomic status can impact how individuals get everything they need. Students read narrative nonfiction and analyze the author’s perspective and point of view. Students also read realistic fiction, analyze plot elements, and make connections between their lives and the text. Throughout the different texts, students acquire and use grade-appropriate academic vocabulary and use context clues to determine the meaning of multiple-meaning and unknown words and phrases. In writing, students create an argumentative essay supporting a claim with logical reasons and relevant evidence from sources.

## **Objectives:**

### Language

- Decode words with short vowels.
- Decode words with long vowels.
- Report on a topic or text or present an opinion, sequencing ideas; speak clearly at an understandable pace.
- Acquire and use grade-appropriate academic vocabulary.
- Decode words with long u.
- Decode words with *r*-controlled vowels.
- Apply knowledge of Greek and Latin prefixes to determine the meaning of unfamiliar words.

### Reading

- Explain how text structures contribute to the understanding of a text.
- Analyze an author's perspective, or point of view, in an informational text.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.
- Use context clues to determine the meaning of multiple-meaning and unknown words and phrases.
- Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
- Explain how the text structure of chronology contributes to the understanding of a text.
- Explain how headings and graphs contribute to the understanding of a text.
- Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.

### Writing

- Write an argumentative essay supporting a claim with logical reasons and relevant evidence from sources.
- Write to make a claim supporting a perspective with logical reasons and relevant evidence from sources.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Identify different types of sentences and sentence fragments.
- Punctuate sentences correctly.
- Identify subjects and predicates.
- Use commas correctly.
- Identify compound sentences.
- Punctuate compound sentences correctly.
- Write an argument with a strong introduction, supported by logical reasons and relevant evidence from sources.
- Identify and correct run-on sentences.

**Essential Questions:**

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

**New Jersey Student Learning Standards****Language Learning Targets:**

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.A, L.WF.5.2.B, L.WF.5.2.D, L.WF.5.2.E, L.WF.5.2.F, L.WF.5.2.G, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B

L.VL.5.2.A, L.VL.5.2.B

L.VI.5.3.B, L.VI.5.3.C

**Reading Learning Targets:** RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RIAA.5.7, RL.CT.5.8, RI.CT.5.8

**Writing Learning Targets:** W.AW.5.1.A, W.AW.5.1.B, W.AW.5.1.C, W.AW.5.1.D, W.IW.5.2.E, W.NW.5.3.D, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WR.5.5, W.SE.5.6, W.RW.5.7

**Speaking/Listening:** SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6

**Cross Curricular Standards:** 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

<b>Overview of Activity/Focus</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
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<p><b><u>Language</u></b></p> <p>Phonics and Spelling: short vowels; long vowels; words with long u; <i>r</i>-controlled vowels</p> <p>Fluency: accuracy and expression; intonation and rate; expression and phrasing; rate; accuracy and phrasing</p> <p>Vocabulary: academic vocabulary; homographs; prefixes; context clues: sentence clues; suffixes; Greek and Latin prefixes</p> <p><b><u>Reading</u></b></p> <p>Genre: Narrative Nonfiction; Realistic Fiction; Argumentative Text</p> <p>Mini Lessons: ask and answer questions; primary and secondary sources; text structure: cause and effect; author’s perspective; reread; plot: conflict and resolution; plot: events; text structure: chronology; headings and graphs; author’s claim; author’s purpose</p> <p>Listening Comprehension</p>	<p><i>Wonders</i> Teacher’s Edition (McGraw Hill 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Leveled Readers</p> <p>Student Anthology</p> <p>Reading/Writing Companion</p> <p>ELL Small Group Guide</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p>Interactive Student Edition</p> <p><i>GoWonders</i> Online Tools and Games</p> <p>IXL.com</p> <p>Blooket</p> <p>Epic books</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● NJSLA Testing</li> <li>● School-Wide Writing Assessment Pre/Post</li> <li>● Benchmark Assessment</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District  
English Language Arts  
Grade 5**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	2	<b>Unit Title:</b>	Informational Text: Expository	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit, students read and analyze expository text and cite text evidence as they examine good problem solving strategies. Students continue to ask and answer questions while they read and evaluate how different authors approach the same topic. Reading literary texts, including poetry, students analyze figurative language and theme, applying all they know to read with accuracy, expression, and automaticity. In writing, students create an expository essay, synthesizing information from three sources to support their claims.

## **Objectives:**

### Language

- Decode words with variant vowels and diphthongs.
- Decode words using knowledge of plurals.
- Report on a topic or text or present an opinion, sequencing ideas; speak clearly at an understandable pace.
- Identify different kinds of nouns.
- Capitalize proper nouns.
- Identify singular and plural nouns.
- Form and use plural nouns correctly.
- Decode words with inflectional endings.
- Decode words using knowledge of contractions.
- Use appositives correctly.
- Identify possessive nouns.
- Explain the use of personification.
- Decode and spell words with closed syllables.
- Acquire and use grade-appropriate academic vocabulary.
- Identify prepositional phrases.
- Punctuate titles and letters correctly.

### Reading

- Read grade-level texts with accuracy, appropriate rate, expression, and automaticity.
- Explain how headings and timelines contribute to the understanding of a text.
- Explain how a problem-and-solution text structure contributes to the overall meaning of a text.
- Explain how print and graphic features contribute to the overall meaning of a text.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.
- Analyze how setting contributes to the plot in a literary text.
- Explain the development of stated or implied theme(s) throughout a literary text.
- Describe how an author develops a character's perspective in a literary text.
- Explain how a sequential text structure contributes to the overall meaning of a text.
- Identify the structure of narrative and free verse poetry.
- Explain how poetic elements such as form and line breaks work together in a poem.
- Use context clues to determine the meaning of multiple-meaning and unknown words and phrases, including homographs.

### Writing

- Write in response to texts.

**Essential Questions:**

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

## New Jersey Student Learning Standards

### Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.B, L.WF.5.2.D, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B

L.VL.5.2.A, L.VL.5.2.B, L.VL.5.2.C

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

**Reading Learning Targets:** RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RL.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RIAA.5.7, RL.CT.5.8, RI.CT.5.8

**Writing Learning Targets:** W.AW.5.1.A, W.AW.5.1.B, W.AW.5.1.C, W.AW.5.1.D, W.IW.5.2.A, W.IW.5.2.B, W.IW.5.2.C, W.IW.5.2.D, W.IW.5.2.E, W.NW.5.3.D, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WP.5.4.D, W.WP.5.4.E, W.WR.5.5, W.SE.5.6, W.RW.5.7,

**Speaking/Listening:** SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b>  Phonics and Spelling  Activities: Variant Vowel /o/;  Diphthongs /oi/, /ou/; Plurals;  Inflectional Endings;  Contractions; Closed Syllables</p> <p>Vocabulary: Academic  Vocabulary; Context Clues;  Dictionary and Glossary;  Personification; Roots; Poetry  Terms; Homographs</p> <p><b><u>Reading</u></b>  Genre: Expository Text,  Folktale, Poetry</p> <p>Mini Lessons: Reread Text  Features: Headings and  Timelines, Text Structure:  Problem and Solution, Make  Predictions, Plot: Setting,  Theme, Poetic Elements:  Repetition and Rhyme, Poetry:  Narrative and Free Verse  Theme</p> <p>Listening Comprehension</p> <p>Shared Reading</p> <p>Respond to Reading</p>	<p><i>Wonders</i> Teacher’s Edition  (McGraw Hill 2023)  <i>Wonders</i> Instructional Routines  Handbook  <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters  Activity Cards  Vocabulary/Spelling Cards  Leveled Readers  Student Anthology  Reading/Writing Companion  ELL Small Group Guide</p>	<p>Smart Board Applications  Google Applications  Chromebooks  Interactive Student Edition  <i>GoWonders</i> Online Tools and  Games  IXL.com  Blooket  Epic books</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● NJSLA Testing</li> <li>● School-Wide Writing Assessment Pre/Post</li> <li>● Benchmark Assessment</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District**  
**English Language Arts**  
**Grade 5**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	3	<b>Unit Title:</b>	Realistic Fiction	<b>Pacing:</b>	30 Days
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**Unit Summary:** Throughout unit 3, students read and learn about diverse cultures, teamwork, and events from the past. Students explore these topics through realistic fiction texts in which they analyze character traits, track the plot, and explain development of themes of the texts. Using text evidence, they respond to questions about text structures and author’s purpose. In writing, students create argumentative essays, supporting their claims with logical reasons, precise language, and text evidence.

## **Objectives:**

### Language

- Decode and spell words with open syllables.
- Read grade level texts with accuracy, appropriate rate, expression, and automaticity.
- Compare and contrast how authors present information on the same topic or theme.
- Report on a topic or text or present an opinion, sequencing ideas.
- Speak clearly at an understandable rate.
- Identify action verbs and different verb tenses.
- Use correct subject-verb agreement.
- Decode and spell words with vowel team syllables.
- Decode and spell words with consonant + *le* syllables.
- Identify main and helping verbs.
- Recognize special helping verbs, contractions, and troublesome words.
- Identify linking verbs.
- Punctuate titles and product names correctly.
- Decode words with *r*-controlled vowel syllables.
- Use the past tense of verbs correctly.
- Apply an understanding of correct verb usage.

### Reading

- Use context to determine the meaning of multiple-meaning words.
- Analyze how characterization contributes to the plot in a literary text.
- Explain the development of stated or implied theme(s) throughout a literary text.
- Summarize to enhance comprehension.
- Analyze an author's purpose in an informational text.
- Explain how the text structure of problem and solution contributes to the overall meaning of a text.
- Explain how the text structure of compare and contrast contributes to the overall meaning of a text.
- Explain how relevant details support the central idea(s), implied or explicit.
- Analyze how literal and figurative language contributes to meaning in a text.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Apply knowledge of Latin roots to determine the meaning of unfamiliar words.
- Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.

### Writing

- Use technology to produce and publish writing with some guidance and support from adults.
- Write an argumentative essay using precise language, supported with logical reasons and relevant evidence from sources.
- Develop writing as needed by planning, revising, and editing.

**Essential Questions:**

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

## New Jersey Student Learning Standards

### Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.A, L.WF.5.2.B, L.WF.5.2.C, L.WF.5.2.D, L.WF.5.2.E, L.WF.5.2.F, L.WF.5.2.G, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B

L.VL.5.2.A, L.VL.5.2.B

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

**Reading Learning Targets:** RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RIAA.5.7, RL.CT.5.8, RI.CT.5.8

**Writing Learning Targets:** W.AW.5.1.A, W.AW.5.1.B, W.AW.5.1.C, W.AW.5.1.D, W.IW.5.2.B, W.IW.5.2.C, W.IW.5.2.D, W.IW.5.2.E, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WP.5.4.E, W.WR.5.5, W.SE.5.6, W.RW.5.7

**Speaking/Listening:** SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6

**Cross Curricular Standards:** 9.4.2.CT.2, 9.4.2.CT.3, 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b>  Phonics and Spelling  Activities: Open Syllables;  Vowel Team Syllables;  Consonant + <i>le</i> Syllables; <i>r-</i>  Controlled Vowel Syllables</p> <p>Vocabulary: Academic  Vocabulary; Context Clues;  Cause and Effect; Adages;  Latin Roots; Similes and  Metaphors; Sentence Clues</p> <p><b><u>Reading</u></b>  Genre: Realistic Fiction;  Expository Text;  Argumentative Text</p> <p>Mini Lessons: Summarize;  Plot: Characterization; Theme;  Author’s Purpose; Ask and  Answer Questions; Text  Structure: Problem and  Solution; Central Idea and  Relevant Details; Literal and  Figurative Language; Text  Structure: Compare and  Contrast; Author’s Claim</p> <p>Listening Comprehension  Shared Reading  Respond to Reading</p> <p><b><u>Writing</u></b></p>	<p><i>Wonders</i> Teacher’s Edition  (McGraw Hill 2023)  <i>Wonders</i> Instructional Routines  Handbook  <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters  Activity Cards  Vocabulary/Spelling Cards  Leveled Readers  Student Anthology  Reading/Writing Companion  ELL Small Group Guide</p>	<p>Smart Board Applications  Google Applications  Chromebooks  Interactive Student Edition  <i>GoWonders</i> Online Tools and  Games  IXL.com  Blooket  Epic books</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● NJSLA Testing</li> <li>● School-Wide Writing Assessment Pre/Post</li> <li>● Benchmark Assessment</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District  
English Language Arts  
Grade 5**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	4	<b>Unit Title:</b>	Biography	<b>Pacing:</b>	30 Days
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**Unit Summary:** In unit 4, students read and understand biographies. They analyze how photographs and captions contribute to the understanding of text. Citing text evidence, they respond to a biography, as well as investigate ways people can bring about positive change in their communities. Through informational texts, students evaluate causes and effects of the Civil War and identify accomplishments of individuals and groups who have made contributions in the area of Civil Rights. They also analyze rhetorical devices in poetry. As writers, students synthesize information from four sources to draft, revise, and publish an expository essay supported by relevant text evidence.

## **Objectives:**

### Language

- Decode and spell words with final /əl/ and /ən/.
- Use knowledge of prefixes to decode words.
- Read grade-level texts with accuracy, appropriate rate, expression, and automaticity.
- Identify pronouns and antecedents.
- Use correct pronoun-antecedent agreement.
- Identify different kinds of pronouns.
- Use quotation marks correctly in dialogue.
- Spell words with prefixes.
- Acquire and use grade-appropriate academic vocabulary.
- Report on a topic or text or present an opinion, sequencing ideas.
- Speak clearly and at an understandable pace.
- Use knowledge of homographs and suffixes to decode words.
- Use context clues to determine the meaning of unknown words and phrases, including adages, proverbs, similes, and metaphors.

### Reading

- Use context to determine the meaning of multiple-meaning words.
- Explain how photographs and captions contribute to the understanding of text.
- Analyze an author's perspective, or point of view, in an informational text.
- Explain how a chronological text structure contributes to the understanding of text.
- Compare and contrast how authors present information on the same topic or theme.
- Analyze how setting, events, conflict, and characterization contribute to the understanding of a literary text.
- Describe how an author develops a character's perspective in a literary text.
- Analyze how similes and metaphors contribute to meaning in a text.
- Summarize a text to enhance comprehension.
- Identify the structure of lyric and free verse poetry.
- Explain the development of stated or implied theme(s) throughout a literary text.
- Explain how figurative language such as imagery and other poetic elements work together in a poem.

### Writing

- Write an expository text about a topic using relevant evidence and sources, as well as an organizational structure with a strong introduction.
- Develop and strengthen writing as needed by planning, revising, and editing.
- Produce and publish writing through the use of technology.
- Use abbreviations correctly.

**Essential Questions:**

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

## New Jersey Student Learning Standards

### Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.B, L.WF.5.2.C, L.WF.5.2.D, L.WF.5.2.F, L.WF.5.2.H

L.KL.5.1.A

L.VL.5.2.A

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

**Reading Learning Targets:** RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RIAA.5.7, RL.CT.5.8, RI.CT.5.8

**Writing Learning Targets:** W.AW.5.1.A, W.AW.5.1.B, W.AW.5.1.D, W.IW.5.2.A, W.IW.5.2.B, W.IW.5.2.C, W.IW.5.2.D, W.IW.5.2.E, W.NW.5.3.B, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WR.5.5, W.SE.5.6, W.RW.5.7,

**Speaking/Listening:** SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.ES.5.3, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6

**Cross Curricular Standards:** 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4, 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b>  Phonics and Spelling  Activities: Words with Final /əɪ/ and /ən/; Prefixes; Homographs; Words with /chər/ and /zhər/; Suffixes -<i>ance</i> and -<i>ence</i></p> <p>Vocabulary: Academic Vocabulary; Prefixes and Suffixes; Hyperbole; Adages and Proverbs; Synonyms and Antonyms; Poetry Terms; Similes and Metaphors</p> <p><b><u>Reading</u></b>  Genre: Biography; Drama; Poetry  Mini Lessons: Summarize; Photographs and Captions; Author’s Perspective; Text Structure: Chronology; Visualize; Play; Character Perspective; Similes and Metaphors; Stanza and Meter; Lyric and Free Verse; Theme; Imagery  Listening Comprehension  Shared Reading  Respond to Reading</p> <p><b><u>Writing</u></b>  Genre: Expository Writing  Mini Lessons: Analyze the</p>	<p><i>Wonders</i> Teacher’s Edition (McGraw Hill 2023)  <i>Wonders</i> Instructional Routines Handbook  <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters  Activity Cards  Vocabulary/Spelling Cards  Leveled Readers  Student Anthology  Reading/Writing Companion  ELL Small Group Guide</p>	<p>Smart Board Applications  Google Applications  Chromebooks  Interactive Student Edition  <i>GoWonders</i> Online Tools and Games  IXL.com  Blooket  Epic books</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● NJSLA Testing</li> <li>● School-Wide Writing Assessment Pre/Post</li> <li>● Benchmark Assessment</li> </ul>

<b>Differentiation</b>			
<b>Special Education</b>	<b>ELL</b>	<b>At Risk</b>	<b>Gifted and Talented</b>

<ul style="list-style-type: none"> <li>• Modify and accommodate as listed in student IEP or 504 plan.</li> <li>• Utilize wait time effectively.</li> <li>• Communicate clear, concise directions and repeat, reword, modify as necessary.</li> <li>• Use visual aids during lessons and small-group time.</li> <li>• Check for success during lessons with questions and response prompts.</li> <li>• Utilize open-ended questioning techniques.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Utilize extended time and/or reduce number of items given for homework, quizzes, and tests.</li> <li>• Vary formative assessment styles to drive next point of instruction.</li> <li>• Create modified assessments.</li> <li>• Allow students to utilize online audio books, when appropriate.</li> <li>• Allow for collaboration through strategically selected groups.</li> <li>• Utilize assistive technology as appropriate.</li> <li>• Utilize graphic organizers.</li> <li>• Provide and model sentence frames/sentence starters.</li> <li>• Utilize manipulatives as necessary.</li> <li>• Utilize auditory reminders as deemed necessary.</li> <li>• Provide breaks to allow for refocusing as necessary.</li> <li>• Incorporate multi-sensory strategies in phonics instruction.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Speech/Language Therapy</li> <li>• Rosetta Stone</li> <li>• Provide English/Native Language Dictionary for use.</li> <li>• Place with native-language-speaking teacher/paraprofessional as available.</li> <li>• Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for.</li> <li>• Use target words and cognates to understand texts.</li> <li>• Remind students to underline passages and list words they don't understand.</li> <li>• Learn/Utilize/Display some words in the students' native language.</li> <li>• Provide and model sentence frames to help students participate in discussion.</li> <li>• Provide word banks to help students write.</li> <li>• Invite students to after-school tutoring sessions.</li> <li>• Translate printed communications in native language for parents.</li> <li>• Hold conferences with translator present.</li> <li>• Utilize additional NJDOE resources/recommendations.</li> <li>• Review Special Education listing for additional recommendations.</li> <li>• Utilize the <i>Wonders</i> ELL Small Group Guide.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills Instruction</li> <li>• Provide after-school tutoring services.</li> <li>• Utilize <i>Wonders</i> remediation strategies and leveled readers.</li> <li>• Hold fall and spring parent conferences.</li> <li>• Make modifications to instructional plans based on I and RS Plan.</li> <li>• Utilize wait time effectively.</li> <li>• Develop a record system to encourage good behavior and completion of work.</li> <li>• Utilize scaffolding to support instruction.</li> <li>• Provide counseling if necessary to help students cope with challenges.</li> <li>• Utilize strategic grouping with a positive academic role model.</li> <li>• Utilize graphic organizers.</li> <li>• Establish a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote self-initiated and self-directed learning for growth through independent projects.</li> <li>• Utilize <i>Wonders</i> Enrichment Opportunities projects and resources.</li> <li>• Challenge students with age-appropriate books at higher reading levels.</li> <li>• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</li> <li>• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</li> <li>• Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).</li> </ul>
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**Quinton Township School District  
English Language Arts  
Grade 5**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	5	<b>Unit Title:</b>	Changes Over Time	<b>Pacing:</b>	30 Days
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**Unit Summary:** In this unit, students study the impact of change on science, humanity, and the environment. In analyzing informational texts, they evaluate how text features contribute to understanding and how key details support main ideas. They also evaluate the author's purpose and how the structure the author chooses supports that goal. Reading literary texts, including fiction and poetry, students explore figurative language such as puns. In writing, students create a research report, connecting grade-level-appropriate science concepts with the history or science, science careers, and contributions of scientists.

## **Objectives:**

### Language

- Use knowledge of prefixes, suffixes, and homophones to decode words.
- Report on a topic or text or present an opinion, sequencing ideas.
- Speak clearly at an understandable pace.
- Identify independent and dependent clauses.
- Identify complex sentences.
- Use commas correctly with clauses.
- Use appositives correctly.
- Spell words with suffixes.
- Spell homophones.
- Acquire and use grade-appropriate academic vocabulary.
- Apply knowledge of root words to determine the meaning of unfamiliar words.

### Reading

- Read grade-level texts with accuracy, appropriate rate, expression, and automaticity.
- Explain how text features contribute to the understanding of a text.
- Explain how relevant, or key, details in a text support the central, or main, idea(s), implied or explicit.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Summarize a text to enhance comprehension.
- Compare and contrast how authors present information on the same topic or theme.
- Use context to determine the meaning of multiple-meaning words.
- Analyze how conflict and characterization contribute to the plot in a literary text.
- Explain how the text structure of compare and contrast contributes to the overall meaning of a text.
- Use context clues to determine the meaning of unknown words and phrases, including idioms.
- Explain how charts and headings contribute to the understanding of a text.
- Analyze an author's perspective in an informational text.
- Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.
- Analyze how the author's use of figurative language, such as puns, contributes to meaning in a text.

### Writing

- Write in response to texts.
- Write an expository text researching a topic, using multiple sources, relevant evidence, and elaboration.
- Develop and strengthen writing as needed by planning, revising, and editing.
- Use technology to produce and publish writing.
- Use correct capitalization and punctuation.
- Identify adjectives that compare.

**Essential Questions:**

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

## New Jersey Student Learning Standards

### Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.B, L.WF.5.2.D, L.WF.5.2.E, L.WF.5.2.G, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B, L.KL.5.1.C

L.VL.5.2.A, L.VL.5.2.B, L.VL.5.2.C

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

**Reading Learning Targets:** RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RIAA.5.7, RL.CT.5.8, RI.CT.5.8

**Writing Learning Targets:** W.AW.5.1.A, W.AW.5.1.B, W.IW.5.2.B, W.IW.5.2.D, W.NW.5.3.A, W.NW.5.3.B, W.NW.5.3.C, W.NW.5.3.D, W.NW.5.3.E, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WP.5.4.D, W.WP.5.4.E, W.WR.5.5, W.SE.5.6, W.RW.5.7

**Speaking/Listening:** SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6

**Cross Curricular Standards:** [9.4.5.CI.3](#), [9.4.5.CI.4](#), [9.4.5.CT.4](#), [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.AP.4](#), [1-LS3-1](#), [1-LS1-1](#), [1-ESS1-1](#), [1-ESS1-2](#), [RI.1.6](#), [SL.1.1](#)

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b>  Phonics and Spelling  Activities: Suffixes;  Homophones; Prefixes</p> <p>Vocabulary: Academic  Vocabulary; Greek Roots;  Thesaurus; Idioms; Puns; Root  Words</p> <p><b><u>Reading</u></b>  Genre: Expository Text;  Historical Fiction;  Argumentative Text</p> <p>Mini Lessons: Ask and Answer  Questions; Diagrams; Central  Idea and Relevant Details;  Imagery; Make, Confirm, and  Revise Predictions; Plot:  Characterization; Plot:  Conflict; Text Structure:  Compare and Contrast; Charts  and Headings; Author’s  Perspective; Puns</p> <p>Listening Comprehension  Shared Reading  Respond to Reading</p> <p><b><u>Writing</u></b>  Genre: Research Report;  Personal Narrative</p>	<p><i>Wonders</i> Teacher’s Edition  (McGraw Hill 2023)  <i>Wonders</i> Instructional Routines  Handbook  <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters  Activity Cards  Vocabulary/Spelling Cards  Leveled Readers  Student Anthology  Reading/Writing Companion  ELL Small Group Guide</p>	<p>Smart Board Applications  Google Applications  Chromebooks  Interactive Student Edition  <i>GoWonders</i> Online Tools and  Games  IXL.com  Blooket  Epic books</p>
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Formative Assessment Plan	Summative Assessment Plan
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● NJSLA Testing</li> <li>● School-Wide Writing Assessment Pre/Post</li> <li>● Benchmark Assessment</li> </ul>

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

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**Quinton Township School District**  
**English Language Arts**  
**Grade 5**

**Pacing Chart/Curriculum MAP**

**Key:** **Careers** **Technology** **Interdisciplinary Studies**

<b>Unit:</b>	6	<b>Unit Title:</b>	Historical Fiction	<b>Pacing:</b>	30 Days
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**Unit Summary:** Unit 6 is mainly a study of historical fiction where students cite text evidence to respond to explain how different groups contribute to a cause. Students analyze the use of flashbacks and explain the development of themes within texts. They also expand their knowledge and application of Latin and Greek roots to comprehend unfamiliar words within text. In writing, students create historical fiction stories with a logical sequence of events and effective character and plot development.

## **Objectives:**

### Language

- Use knowledge of Greek and Latin roots to decode words.
- Read grade-level texts with accuracy, appropriate rate, expression, and automaticity.
- Compare and contrast how authors present information on the same topic or theme.
- Report on a topic or text or present an opinion, sequencing ideas.
- Speak clearly at an understandable pace.
- Identify adverbs.
- Use capitalization and abbreviations correctly in letters and formal e-mails.
- Use adverbs that compare.
- Use *good, well, more, most, -er, and -est* correctly.
- Spell words with Greek and Latin roots.
- Acquire and use grade-appropriate academic vocabulary.
- Use knowledge of mythology to decode words.
- Use knowledge of the number prefixes to decode words.
- Identify negative words and phrases.
- Correct double negatives.
- Combine sentences correctly.
- Use commas and colons correctly.

### Reading

- Analyze how the events in a flashback contribute to the plot in a literary text.
- Explain the development of stated or implied theme(s) throughout a literary text.
- Read and comprehend texts in the grades 4-5 text complexity band.
- Summarize a text to enhance comprehension.
- Explain how print and graphic features contribute to the overall meaning of a text.
- Use context to determine the meaning of multiple-meaning words.
- Explain how maps contribute to the understanding of a text.
- Explain how a cause and effect text structure contributes to the overall meaning of a text.
- Describe how an author develops a character's perspective in a literary text.
- Identify the structure of lyric and narrative poetry.
- Explain how imagery and other poetic elements work together in a poem.

### Writing

- Write in response to texts.
- Write a fictional narrative with a logical sequence of events and demonstrating an effective use of character and plot development.

**Essential Questions:**

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

How do I share my ideas effectively with others as well as grow from group discussions by being an active listener?

## New Jersey Student Learning Standards

### Language Learning Targets:

L.RF.5.3, L.RF.5.4.A, L.RF.5.4.B, L.RF.5.4.C

L.WF.5.2.B, L.WF.5.2.C, L.WF.5.2.D, L.WF.5.2.E, L.WF.5.2.F, L.WF.5.2.G, L.WF.5.2.H

L.KL.5.1.A, L.KL.5.1.B

L.VL.5.2.A, L.VL.5.2.B, L.VL.5.2.C

L.VI.5.3.A, L.VI.5.3.B, L.VI.5.3.C

**Reading Learning Targets:** RL.CR.5.1, RI.CR.5.1, RL.CI.5.2, RI.CI.5.2, RL.IT.5.3, RI.IT.5.3, RL.TS.5.4, RI.TS.5.4, RL.PP.5.5, RI.PP.5.5, RL.MF.5.6, RI.MF.5.6, RIAA.5.7, RL.CT.5.8, RI.CT.5.8

**Writing Learning Targets:** W.AW.5.1.A, W.AW.5.1.C, W.IW.5.2.A, W.IW.5.2.D, W.NW.5.3.A, W.NW.5.3.B, W.NW.5.3.C, W.NW.5.3.D, W.NW.5.3.E, W.WP.5.4.A, W.WP.5.4.B, W.WP.5.4.C, W.WP.5.4.D, W.WP.5.4.E, W.WR.5.5, W.SE.5.6, W.RW.5.,

**Speaking/Listening:** SL.PE.5.1.A, SL.PE.5.1.B, SL.PE.5.1.C, SL.PE.5.1.D, SL.II.5.2, SL.PI.5.4, SL.UM.5.5, SL.AS.5.6

**Cross Curricular Standards:** 9.4.5.CI.3, 9.4.5.CI.4, 9.4.5.CT.4, 9.4.2.CT.2, 9.4.2.CT.3, 8.1.2.AP.4, 1-LS3-1, 1-LS1-1, 1-ESS1-1, 1-ESS1-2, RI.1.6, SL.1.1

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><b><u>Language</u></b>  Phonics and Spelling  Activities: Words with Greek Roots; Words with Latin Roots; Words from Mythology; Number Prefixes <i>uni-, bi-, tri-, cent-</i>; Suffixes <i>-ible, -able</i></p> <p>Vocabulary: Academic Vocabulary; Homophones; Literal and Figurative Language; Context Clues: Paragraph Clues; Sound Devices; Poetry Terms; Personification</p> <p><b><u>Reading</u></b>  Genre: Historical Fiction; Expository Text; Poetry  Mini Lessons: Summarize; Plot: Flashback; Theme; Print and Graphic Features; Ask and Answer Questions; Maps; Text Structure: Cause and Effect; Character Perspective;  Assonance and Consonance; Lyric and Narrative; Point of View and Perspective; Imagery</p> <p>Listening Comprehension  Shared Reading  Respond to Reading</p>	<p><i>Wonders</i> Teacher’s Edition (McGraw Hill 2023)  <i>Wonders</i> Instructional Routines Handbook  <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters  Activity Cards  Vocabulary/Spelling Cards  Leveled Readers  Student Anthology  Reading/Writing Companion  ELL Small Group Guide</p>	<p>Smart Board Applications  Google Applications  Chromebooks  Interactive Student Edition  <i>GoWonders</i> Online Tools and Games  IXL.com  Blooket  Epic books</p>
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Fountas and Pinnell Running Record</li> <li>● Exit Tickets</li> <li>● Student Practice Pages</li> <li>● Writing Drafts</li> <li>● Notebooks</li> <li>● Student Self Assessment</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>● Topic tests</li> <li>● MAP testing</li> <li>● Fountas and Pinnell Testing</li> <li>● NJSLA Testing</li> <li>● School-Wide Writing Assessment Pre/Post</li> <li>● Benchmark Assessment</li> </ul>

<b>Differentiation</b>			
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