

Greenwich-Stow Creek Partnership Schools

Fifth Grade English Language Arts Curriculum



Approved by the Board of Education

Stow Creek Board of Education: 8-22-2024

Greenwich Board of Education: 8-21-2024

Greenwich Stow Creek Partnership School, Grade 5

Volume 1: Modules 1-3

45 Days

Module 1: “Inventors at Work”

Students will learn to:

- explain what kinds of circumstances push people to create new inventions.
- write a research report.
- spell words with long a and long e and long i and long o.
- demonstrate command of the conventions of writing.

Module 2: “What a Story”

Students will learn to:

- explain how genre affects the way a story is told.
- write a fictional narrative
- spell words with /ou/ /o/ /oi/ and r-controlled vowels /or/ /ar/ /ar/ patterns
- demonstrate the conventions of writing

Module 3: “Natural Disasters”

- explain how learning about natural disasters makes us safe.
- write a research report.
- spell words with homophones, compound words, and VCCV patterns.
- Demonstrate command of the conventions of writing.

Learning Targets

New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

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.

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.

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.

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.

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.

Reading Informational 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.

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.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.

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.

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:

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.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.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:

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

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.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:

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.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • <u>Spelling</u> <ul style="list-style-type: none"> ○ Why is it important to use correct spelling? ○ How can usage of spelling rules and patterns improve written communication? ○ What are the benefits of using resources to improve your spelling? • <u>Grammar</u> <ul style="list-style-type: none"> ○ What is the purpose of applying grammar and mechanics skills? • <u>Reading</u> <ul style="list-style-type: none"> ○ How do readers reflect and respond? ○ What connections do readers make? 	<p style="text-align: center;">Language Domain</p> <p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Develop understanding and conceptual knowledge of phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English. <p>Writing Foundational Skills</p> <ul style="list-style-type: none"> • develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system. <p>Systems and Structures</p> <ul style="list-style-type: none"> • demonstrate command of grammar and usage, capitalization, punctuation, and spelling. <p>Knowledge of Languages</p>

<ul style="list-style-type: none"> ○ How does word choice impact the overall meaning of the text? ○ Why is determining the author's purpose key to understanding what you read? ○ When you read, why is it important to ask yourself, "Why did the author write this piece?" ○ How do details help you understand the meaning of a passage? ○ Why is determining the central idea of a passage important? ○ How does determining the central idea help you understand what you read? ○ How does the point of view influence how the event is told? ● <u>Writing</u> <ul style="list-style-type: none"> ○ How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly? ○ How do I develop and analyze the topic to aid comprehension using: facts? definitions? concrete details? quotations? other information and examples? graphics? multimedia? ○ How do I draw evidence from literary or informational texts to support analysis, reflection, and research? ● <u>Speaking and Listening</u> <ul style="list-style-type: none"> ○ How can asking and answering questions support understanding? ○ How can I add to a conversation? ○ Why is it important to describe people, places, things, and events with details? 	<ul style="list-style-type: none"> ● apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary for Literal Meaning</p> <ul style="list-style-type: none"> ● determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. <p>Vocabulary for Interpretive Meaning</p> <ul style="list-style-type: none"> ● interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. <p style="text-align: center;">Reading Domain</p> <p>Critical Reading</p> <ul style="list-style-type: none"> ● read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>Central Ideas and Themes of Text</p> <ul style="list-style-type: none"> ● determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <p>Interactions Among Text Elements</p> <ul style="list-style-type: none"> ● analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Text Structure</p> <ul style="list-style-type: none"> ● analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <p>Perspectives and Purpose in Texts</p> <ul style="list-style-type: none"> ● assess how perspective or purpose shapes the content and style of a text. <p>Diverse Media and Formats</p> <ul style="list-style-type: none"> ● synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Analysis of an Argument</p> <ul style="list-style-type: none"> ● evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the
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relevance and sufficiency of the evidence.

Comparison of Texts

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

Writing Domain

Argumentative Writing

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

Informative and Explanatory Writing

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

Narrative Writing

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

Writing Process

- develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

Writing Research

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

Sources of Evidence

- gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

Range of Writing

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

Speaking and Listening Domain

Participate Effectively

- prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	<p>Integrate Information</p> <ul style="list-style-type: none"> integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Evaluate Speakers</p> <ul style="list-style-type: none"> evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Present Information</p> <ul style="list-style-type: none"> present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <p>Use Media</p> <ul style="list-style-type: none"> make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <p>Adapt Speech</p> <ul style="list-style-type: none"> adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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District Learning Plan

<p>Materials:</p> <ul style="list-style-type: none"> HMH Into Reading Grade 5 Assessments Teacher Resources Online Resources Video Clips Close Reading Tools Online Literature Library Teacher created topics 	
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<p>Reading Learning Plan:</p> <p><i>Module 1 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> Government Must Fund Inventors (Persuasive) The Inventor's Secret (Nar. Nonfiction) Winds of Hope (Nar. Nonfiction) Wheelchair Sports: Hang Glider to Wheeler-Dealer (Informational) Captain Arsenio (Sci-fi/Fantasy) <p><i>Module 2 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> Many Ways to Tell a Story (Informational) Airborn (Fantasy/Adventure) The Secret Garden (Fiction/Fantasy) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> Journal Writing Activities Expository Essay Narrative (Short Story) <p>Spelling/Vocabulary Plan:</p> <ul style="list-style-type: none"> Decoding Spelling/Fluency Greek roots Prefixes/Suffixes Antonyms/Synonyms
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<ul style="list-style-type: none"> • The Miracle of Spring (Play) • The Poem That Will Not End (Poetry) <p><i>Module 3 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> • Who Studies Natural Disasters? (Friendly Letter/Nar. Nonfiction) • Eruption! Volcanoes and the Science of Saving Lives • Between the Glacier and the Sea: The Alaska Earthquake (Video) • Quaking Earth, Racing Waves (Informational) • Hurricanes: The Science Behind Killer Storms 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Common Summative Assessments • Open-Ended Responses • Close Reading Activities • Teacher Observations • Teacher-Made Assessments/Projects 	
<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities 	
<p>Lesson Components</p>	
<p><u>Interdisciplinary Connections</u></p>	
<p>Whole Group-Close read, discuss cultural information for reading comprehension enhancement</p> <p>Individual- Connect to literature through writer's response</p>	

Science:

SCI.5-ESS1-2 - Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

SCI.5.ESS2.A Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.

Social Studies:

SOC.5-8.1.3.2 Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

SOC.5-8.1 - What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

☒9.1 Personal Financial Literacy

☒Financial Health: *Financial Psychology, Civic Financial Responsibility*

☐Financial Landscape: *Financial Institutions, Economic & Government Influences*

☐Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☒9.2 Career Awareness and Planning

☒9.4 Life Literacies and Key Skills

☒Creativity and Innovation

☒Critical Thinking and Problem Solving

○ ☒Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 5

Volume 2 Modules 4-6

45 Days

Module 4: “Wild West”

Students will learn to:

- explain what character traits were needed in people who settled the West.
- write a letter
- spell words with VCV division pattern, VCCV division pattern, and VV division pattern
- demonstrate command of the conventions of writing.

Module 5: “Project Earth”

Students will learn to:

- explain how caring for the Earth and its living things improves life now and in the future.
- write an argumentative
- spell words with final schwa + /l/ sounds, and words adding -ed and -ing
- demonstrate the conventions of writing

Module 6: “Art for Everyone”

- explain how different art forms impact people in different ways.
- write a personal narrative.
- spell words changing final y to i, words with suffixes -ful, -ly, -less, -ness, -ment, and words from other languages.
- Demonstrate command of the conventions of writing.

Learning Targets

New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

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.

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.

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).

Reading Informational 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.

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.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.

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.

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.

Writing:

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.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.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:

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.

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

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:

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.

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.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • <u>Spelling</u> <ul style="list-style-type: none"> ○ Why is it important to use correct spelling? ○ How can usage of spelling rules and patterns improve written communication? 	<p style="text-align: center;">Language Domain</p> <p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Develop understanding and conceptual knowledge of phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English. <p>Writing Foundational Skills</p>

<ul style="list-style-type: none"> ○ What are the benefits of using resources to improve your spelling? • <u>Grammar</u> <ul style="list-style-type: none"> ○ What is the purpose of applying grammar and mechanics skills? • <u>Reading</u> <ul style="list-style-type: none"> ○ How do readers reflect and respond? ○ What connections do readers make? ○ How does word choice impact the overall meaning of the text? ○ Why is determining the author's purpose key to understanding what you read? ○ When you read, why is it important to ask yourself, "Why did the author write this piece?" ○ How do details help you understand the meaning of a passage? ○ Why is determining the central idea of a passage important? ○ How does determining the central idea help you understand what you read? ○ How does the point of view influence how the event is told? • <u>Writing</u> <ul style="list-style-type: none"> ○ How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly? ○ How do I develop and analyze the topic to aid comprehension using: facts? definitions? concrete details? quotations? other information and examples? graphics? multimedia? ○ How do I draw evidence from literary or informational texts to support analysis, reflection, and research? 	<ul style="list-style-type: none"> • develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system. <p>Systems and Structures</p> <ul style="list-style-type: none"> • demonstrate command of grammar and usage, capitalization, punctuation, and spelling. <p>Knowledge of Languages</p> <ul style="list-style-type: none"> • apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary for Literal Meaning</p> <ul style="list-style-type: none"> • determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. <p>Vocabulary for Interpretive Meaning</p> <ul style="list-style-type: none"> • interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. <p style="text-align: center;">Reading Domain</p> <p>Critical Reading</p> <ul style="list-style-type: none"> • read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>Central Ideas and Themes of Text</p> <ul style="list-style-type: none"> • determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <p>Interactions Among Text Elements</p> <ul style="list-style-type: none"> • analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Text Structure</p> <ul style="list-style-type: none"> • analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <p>Perspectives and Purpose in Texts</p> <ul style="list-style-type: none"> • assess how perspective or purpose shapes the content and style of a text. <p>Diverse Media and Formats</p>
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<ul style="list-style-type: none"> • <u>Speaking and Listening</u> <ul style="list-style-type: none"> ○ How can asking and answering questions support understanding? ○ How can I add to a conversation? ○ Why is it important to describe people, places, things, and events with details? 	<ul style="list-style-type: none"> • synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Analysis of an Argument</p> <ul style="list-style-type: none"> • evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence. <p>Comparison of Texts</p> <ul style="list-style-type: none"> • analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p style="text-align: center;">Writing Domain</p> <p>Argumentative Writing</p> <ul style="list-style-type: none"> • write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>Informative and Explanatory Writing</p> <ul style="list-style-type: none"> • write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <p>Narrative Writing</p> <ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Writing Process</p> <ul style="list-style-type: none"> • develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. <p>Writing Research</p> <ul style="list-style-type: none"> • conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. <p>Sources of Evidence</p> <ul style="list-style-type: none"> • gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. <p>Range of Writing</p> <ul style="list-style-type: none"> • write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <p style="text-align: center;">Speaking and Listening Domain</p>
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	<p>Participate Effectively</p> <ul style="list-style-type: none"> prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <p>Integrate Information</p> <ul style="list-style-type: none"> integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Evaluate Speakers</p> <ul style="list-style-type: none"> evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Present Information</p> <ul style="list-style-type: none"> present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <p>Use Media</p> <ul style="list-style-type: none"> make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <p>Adapt Speech</p> <ul style="list-style-type: none"> adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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District Learning Plan

<p>Materials:</p> <ul style="list-style-type: none"> HMH Into Reading Grade 5 Assessments Teacher Resources Online Resources Video Clips Close Reading Tool Online Literature Library Teacher created topics 	
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<p>Reading Learning Plan:</p> <p><i>Module 4 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> Reasons for Westward Expansion (Informational) Explore the Wild West! (Informational) The Celestials' Railroad (Informational) Homesteading (Video) A Pioneer Sampler (Hist. Fiction) <p><i>Module 5 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> The Protective Power of Nature Preserves (Informational) 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> Journal Writing Activities Informational Letter Argumentative (Editorial) Personal Narrative <p>Spelling/Vocabulary Plan:</p> <ul style="list-style-type: none"> Decoding Spelling/Fluency Suffixes Adding -ed and -ing
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<ul style="list-style-type: none"> • Potatoes on Rooftops (Persuasive) • Living Green (Play) • The Good Garden (Realistic Fiction) <p><i>Module 6 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> • Let's Get Creative (Infographic) • Christo and Jeanne-Claude (Informational) • Rita Moreno (Biography) • Play, Louis, Play! (Fictionalized Biography) • Phillis's Big Test (Biography) 	
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<p>Assessments:</p> <ul style="list-style-type: none"> • Applying the Essential Question • Writing Rubric • Online Selection Tests • Open-Ended Responses • Close Reading Activities • Teacher-Made Assessments/Projects
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<p>Special Ed, 504, ELL, GT:</p> <ul style="list-style-type: none"> • Small group instruction • Close Reading Workshop • Teacher Modeling • Computer resources (Internet/smartboard) • Highlight key words/ concepts • Text to Speech Tool • Review frequently using reinforcement strategies • Review key concepts every paragraph or two • Read aloud • Group discussion • Graphic organizers • Simplify steps when writing essays • Essay and Summary Scorer • Extension activities • Independent practice in small groups • Internet activities

Lesson Components

<p><u>Interdisciplinary Connections</u></p> <p>Whole Group-Close read, discuss cultural information for reading comprehension enhancement Individual- Connect to literature through writer's response</p>

Social Studies:

6.1.8.B.3.a - Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Science:

SCI.5.LS2.B - Cycles of Matter and Energy Transfer in Ecosystems

Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live environment, and release waste matter (gas, liquid, or solid) back into the environment.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

o Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

9.4 Design Thinking

9.4 Life Literacies and Key Skills

Digital Citizenship

Information and Media Literacy

Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating-Conceive, Develop, and/or Construct
- Performing-Integrate, Practice, and/or Present
- Responding-Perceive, Evaluate, and/or Interpret
- Connecting-Synthesize and/or Relate

Greenwich Stow Creek Partnership School, Grade 5

Volume 3 Modules 7-9

45 Days

Module 7: “Above, Below, and Beyond”

Students will learn to:

- explain the role curiosity plays in exploration.
- write a research report
- spell words with final stable syllables, unstressed final syllables, and words with unstressed syllables
- demonstrate command of the conventions of writing.

Module 8: “A New Home”

Students will learn to:

- explain how people adapt to new experiences and make a new place home.
- write a poem
- spell words with homophones and prefixes.
- demonstrate command of the conventions of writing.

Module 9: “Unexpected, Unexplained”

Students will learn to:

- explain what makes something mysterious, and what makes people want to solve mysteries.
- write an imaginative story
- spell words with prefixes and suffixes.
- demonstrate command of the conventions of writing.

Learning Targets

New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

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.

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.

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.

Reading Informational 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.

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.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:

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.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.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:

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:

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.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.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • Spelling 	<p style="text-align: center;">Language Domain</p> <p>Reading Foundational Skills</p>

<ul style="list-style-type: none"> ○ Why is it important to use correct spelling? ○ How can usage of spelling rules and patterns improve written communication? ○ What are the benefits of using resources to improve your spelling? ● <u>Grammar</u> <ul style="list-style-type: none"> ○ What is the purpose of applying grammar and mechanics skills? ● <u>Reading</u> <ul style="list-style-type: none"> ○ How do readers reflect and respond? ○ What connections do readers make? ○ How does word choice impact the overall meaning of the text? ○ Why is determining the author's purpose key to understanding what you read? ○ When you read, why is it important to ask yourself, "Why did the author write this piece?" ○ How do details help you understand the meaning of a passage? ○ Why is determining the central idea of a passage important? ○ How does determining the central idea help you understand what you read? ○ How does the point of view influence how the event is told? ● <u>Writing</u> <ul style="list-style-type: none"> ○ How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly? ○ How do I develop and analyze the topic to aid comprehension using: facts? definitions? concrete details? quotations? other information and examples? graphics? multimedia? 	<ul style="list-style-type: none"> ● Develop understanding and conceptual knowledge of phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English. <p>Writing Foundational Skills</p> <ul style="list-style-type: none"> ● develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system. <p>Systems and Structures</p> <ul style="list-style-type: none"> ● demonstrate command of grammar and usage, capitalization, punctuation, and spelling. <p>Knowledge of Languages</p> <ul style="list-style-type: none"> ● apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary for Literal Meaning</p> <ul style="list-style-type: none"> ● determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate. <p>Vocabulary for Interpretive Meaning</p> <ul style="list-style-type: none"> ● interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. <p style="text-align: center;">Reading Domain</p> <p>Critical Reading</p> <ul style="list-style-type: none"> ● read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>Central Ideas and Themes of Text</p> <ul style="list-style-type: none"> ● determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <p>Interactions Among Text Elements</p> <ul style="list-style-type: none"> ● analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Text Structure</p> <ul style="list-style-type: none"> ● analyze the structure of texts, including how specific sentences, paragraphs, and
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<ul style="list-style-type: none"> ○ How do I draw evidence from literary or informational texts to support analysis, reflection, and research? • <u>Speaking and Listening</u> <ul style="list-style-type: none"> ○ How can asking and answering questions support understanding? ○ How can I add to a conversation? ○ Why is it important to describe people, places, things, and events with details? 	<p>larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Perspectives and Purpose in Texts</p> <ul style="list-style-type: none"> • assess how perspective or purpose shapes the content and style of a text. <p>Diverse Media and Formats</p> <ul style="list-style-type: none"> • synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Analysis of an Argument</p> <ul style="list-style-type: none"> • evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence. <p>Comparison of Texts</p> <ul style="list-style-type: none"> • analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p style="text-align: center;">Writing Domain</p> <p>Argumentative Writing</p> <ul style="list-style-type: none"> • write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <p>Informative and Explanatory Writing</p> <ul style="list-style-type: none"> • write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <p>Narrative Writing</p> <ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <p>Writing Process</p> <ul style="list-style-type: none"> • develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. <p>Writing Research</p> <ul style="list-style-type: none"> • conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. <p>Sources of Evidence</p> <ul style="list-style-type: none"> • gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of
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	<p>each source, and integrating the information while avoiding plagiarism.</p> <p>Range of Writing</p> <ul style="list-style-type: none"> • write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <p>Speaking and Listening Domain</p> <p>Participate Effectively</p> <ul style="list-style-type: none"> • prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <p>Integrate Information</p> <ul style="list-style-type: none"> • integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <p>Evaluate Speakers</p> <ul style="list-style-type: none"> • evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Present Information</p> <ul style="list-style-type: none"> • present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <p>Use Media</p> <ul style="list-style-type: none"> • make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <p>Adapt Speech</p> <ul style="list-style-type: none"> • adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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District Learning Plan

- Materials:
- HMH Into Reading Grade 5
 - Assessments
 - Teacher Resources
 - Online Resources
 - Video Clips
 - Close Reading Tool
 - Online Literature Library
 - Teacher created topics

Reading Learning Plan:*Module 7 (Weeks 1-3)*

- A Few Who Dared (Mini-Biographies)
- Into the Unknown: Above and Below (Informational)
- Great Discoveries (Informational)
- SpaceShipOne (Autobiography)
- The Mighty Mars Rovers (Informational/Nar. Nonfiction)

Module 8 (Weeks 1-3)

- Moving to a New Country: A Survival Guide (Informational/Guide)
- A Movie in My Pillow (Poetry)
- From Scratch (Realistic Fiction)
- Elisa's Diary (Realistic Fiction)
- Inside Out and Back Again (Poetry)

Module 9 (Weeks 1-3)

- Why People Love Mysteries (Informational)
- Mr. Linden's Library (Mystery)
- The Loch Ness Monster (Video)
- Finding Bigfoot (Informational)
- The Secret Keepers (Mystery)

Writing Learning Plan:

- Journal Writing Activities
- Research Report
- Poetry Writing
- Narrative Writing

Spelling/Vocabulary Plan:

- Decoding
- Spelling/Fluency
- Suffixes/Prefixes/Homophones

Assessments:

- Applying the Essential Question
- Writing Rubric
- Online Selection Tests
- Open-Ended Responses
- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

SOC.6.2.8 - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.6.3.8 - Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Science:

SCI.5-ESS3-1 - Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

SCI.5-ESS2-1 - Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

Financial Health: *Financial Psychology, Civic Financial Responsibility*

Financial Landscape: *Financial Institutions, Economic & Government Influences*

Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

Creativity and Innovation

Critical Thinking and Problem Solving

<ul style="list-style-type: none"> ○ <input checked="" type="checkbox"/> Global and Cultural Awareness
<p>Effective Integration of Technology: Computer Science and Design Thinking & Life Literacies and Key Skills</p>
<p><input type="checkbox"/> 8.1 Computer Science</p> <p><input checked="" type="checkbox"/> 9.4 Design Thinking</p> <p><input checked="" type="checkbox"/> 9.4 Life Literacies and Key Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital Citizenship <input checked="" type="checkbox"/> Information and Media Literacy <input type="checkbox"/> Technology Literacy
<p>Effective Integration of Media Arts: Visual and Performing Arts Performance Standards</p>
<p><input checked="" type="checkbox"/> 1.2 Media Arts</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Creating-Conceive, Develop, and/or Construct <input checked="" type="checkbox"/> Performing-Integrate, Practice, and/or Present <input checked="" type="checkbox"/> Responding-Perceive, Evaluate, and/or Interpret <input checked="" type="checkbox"/> Connecting-Synthesize and/or Relate

<p>Greenwich Stow Creek Partnership School, Grade 5</p>	
<p>Volume 4 Modules 10-12</p>	<p>45 Days</p>
<p>Module 10: “The Lives of Animals” Students will learn to:</p> <ul style="list-style-type: none"> • explain what we can learn about ourselves by observing and interacting with animals. • write an argumentative letter • spell words with Latin roots and suffixes • demonstrate command of the conventions of writing. <p>Module 11: “Genre Study: Nonfiction” Students will learn to:</p> <ul style="list-style-type: none"> • explain the characteristics of informational texts. • write a realistic story • spell words ending with -ed or -ing and recognize base words with spelling changes. • demonstrate command of the conventions of writing. <p>Module 12: “Genre Study: Realistic Fiction” Students will learn to:</p> <ul style="list-style-type: none"> • explain the characteristics of realistic fiction • write a narrative poem • spell words suffixes. • demonstrate command of the conventions of writing. 	

Learning Targets
New Jersey Student Learning Standards

Focus Standards:

Reading Literature:

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.

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).

Reading Informational 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.

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.

Writing:

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.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:

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:

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.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • <u>Spelling</u> <ul style="list-style-type: none"> ○ Why is it important to use correct spelling? ○ How can usage of spelling rules and patterns improve written communication? ○ What are the benefits of using resources to improve your spelling? • <u>Grammar</u> <ul style="list-style-type: none"> ○ What is the purpose of applying grammar and mechanics skills? • <u>Reading</u> <ul style="list-style-type: none"> ○ How do readers reflect and respond? ○ What connections do readers make? ○ How does word choice impact the overall meaning of the text? ○ Why is determining the author's purpose key to understanding what you read? ○ When you read, why is it important to ask yourself, "Why did the author write this piece?" 	<p style="text-align: center;">Language Domain</p> <p>Reading Foundational Skills</p> <ul style="list-style-type: none"> • Develop understanding and conceptual knowledge of phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English. <p>Writing Foundational Skills</p> <ul style="list-style-type: none"> • develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system. <p>Systems and Structures</p> <ul style="list-style-type: none"> • demonstrate command of grammar and usage, capitalization, punctuation, and spelling. <p>Knowledge of Languages</p> <ul style="list-style-type: none"> • apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <p>Vocabulary for Literal Meaning</p> <ul style="list-style-type: none"> • determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and

<ul style="list-style-type: none"> ○ How do details help you understand the meaning of a passage? ○ Why is determining the central idea of a passage important? ○ How does determining the central idea help you understand what you read? ○ How does the point of view influence how the event is told? ● <u>Writing</u> <ul style="list-style-type: none"> ○ How do I write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly? ○ How do I develop and analyze the topic to aid comprehension using: facts? definitions? concrete details? quotations? other information and examples? graphics? multimedia? ○ How do I draw evidence from literary or informational texts to support analysis, reflection, and research? ● <u>Speaking and Listening</u> <ul style="list-style-type: none"> ○ How can asking and answering questions support understanding? ○ How can I add to a conversation? ○ Why is it important to describe people, places, things, and events with details? 	<p>specialized reference materials, as appropriate.</p> <p>Vocabulary for Interpretive Meaning</p> <ul style="list-style-type: none"> ● interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. <p style="text-align: center;">Reading Domain</p> <p>Critical Reading</p> <ul style="list-style-type: none"> ● read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <p>Central Ideas and Themes of Text</p> <ul style="list-style-type: none"> ● determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <p>Interactions Among Text Elements</p> <ul style="list-style-type: none"> ● analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p>Text Structure</p> <ul style="list-style-type: none"> ● analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. <p>Perspectives and Purpose in Texts</p> <ul style="list-style-type: none"> ● assess how perspective or purpose shapes the content and style of a text. <p>Diverse Media and Formats</p> <ul style="list-style-type: none"> ● synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. <p>Analysis of an Argument</p> <ul style="list-style-type: none"> ● evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence. <p>Comparison of Texts</p> <ul style="list-style-type: none"> ● analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. <p style="text-align: center;">Writing Domain</p> <p>Argumentative Writing</p> <ul style="list-style-type: none"> ● write arguments to support claims in an analysis of substantive topics or texts,
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using valid reasoning and relevant and sufficient evidence.

Informative and Explanatory Writing

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

Narrative Writing

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

Writing Process

- develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

Writing Research

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

Sources of Evidence

- gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

Range of Writing

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

Speaking and Listening Domain

Participate Effectively

- prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Integrate Information

- integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate Speakers

- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Present Information

	<ul style="list-style-type: none"> present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <p>Use Media</p> <ul style="list-style-type: none"> make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <p>Adapt Speech</p> <ul style="list-style-type: none"> adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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District Learning Plan

<p>Materials:</p> <ul style="list-style-type: none"> HMH Into Reading Grade 5 Assessments Teacher Resources Online Resources Video Clips Close Reading Tool Online Literature Library Teacher created topics
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<p>Reading Learning Plan:</p> <p><i>Module 10 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> Why We Watch Animals (Informational) Willie B.: A Story of Hope (Nar. Nonfiction) National Geographic: Dolphin Parenting (Video) Can We Be Friends? (Informational) Winter Bees and Other Poems of the Cold (Poetry/Informational) <p><i>Module 11 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> Genre Study: Informational Text Genre Study: Narrative Nonfiction Genre Study: Persuasive Text <p><i>Module 12 (Weeks 1-3)</i></p> <ul style="list-style-type: none"> Genre Study: Realistic Fiction Genre Study: Play Genre Study: Mystery 	<p>Writing Learning Plan:</p> <ul style="list-style-type: none"> Journal Writing Activities Argumentative Poetry Writing Narrative Writing <p>Spelling/Vocabulary Plan:</p> <ul style="list-style-type: none"> Decoding Spelling/Fluency Suffixes/Latin Roots
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<p>Assessments:</p> <ul style="list-style-type: none"> Applying the Essential Question Online Selection Tests Open-Ended Responses

- Close Reading Activities
- Teacher-Made Assessments/Projects

Special Ed, 504, ELL, GT:

- Small group instruction
- Close Reading Workshop
- Teacher Modeling
- Computer resources (Internet/smartboard)
- Highlight key words/ concepts
- Text to Speech Tool
- Review frequently using reinforcement strategies
- Review key concepts every paragraph or two
- Read aloud
- Group discussion
- Graphic organizers
- Simplify steps when writing essays
- Essay and Summary Scorer
- Extension activities
- Independent practice in small groups
- Internet activities

Lesson Components

Interdisciplinary Connections

Whole Group-Close read, discuss cultural information for reading comprehension enhancement

Individual- Connect to literature through writer's response

Social Studies:

6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Science:

SCI.5.LS1.C - Organization for Matter and Energy Flow in Organisms

Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion.

21st Century and Career Education

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

NJSLS Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

☒9.1 Personal Financial Literacy

- ☒Financial Health: *Financial Psychology, Civic Financial Responsibility*
- ☐Financial Landscape: *Financial Institutions, Economic & Government Influences*
- ☐Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

☒9.2 Career Awareness and Planning

☒9.4 Life Literacies and Key Skills

- ☒Creativity and Innovation
- ☒Critical Thinking and Problem Solving
- ☒Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking & Life Literacies and Key Skills](#)

☐ **8.1 Computer Science**

☒9.4 Design Thinking

☒9.4 Life Literacies and Key Skills

- ☐Digital Citizenship
- ☒Information and Media Literacy
- ☐Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

☒ 1.2 Media Arts

- ☒Creating-Conceive, Develop, and/or Construct
- ☒Performing-Integrate, Practice, and/or Present
- ☒Responding-Perceive, Evaluate, and/or Interpret
- ☒Connecting-Synthesize and/or Relate

4-5 Text Exemplars

Taken from New Jersey Student Learning Standards for English Language Arts for English Language Arts—Appendix B

Excerpts from the following text are available on-line:

http://www.corestandards.org/assets/Appendix_B.pdf

Grades 4–5 Text Exemplars

Stories

Carroll, Lewis. Alice's Adventures in Wonderland
Burnett, Frances Hodgson. The Secret Garden
Farley, Walter. The Black Stallion
Saint-Exupery, Antoine de. The Little Prince
Babbitt, Natalie. Tuck Everlasting
Singer, Isaac Bashevis. "Zlateh the Goat."
Hamilton, Virginia. M. C. Higgins, the Great
Erdrich, Louise. The Birchbark House
Curtis, Christopher Paul. Bud, Not Buddy
Lin, Grace. Where the Mountain Meets the Moon

Poetry

Blake, William. "The Echoing Green."
Lazarus, Emma. "The New Colossus."
Thayer, Ernest Lawrence. "Casey at the Bat."
Dickinson, Emily. "A Bird Came Down the Walk."
Sandburg, Carl. "Fog."
Frost, Robert. "Dust of Snow."
Dahl, Roald. "Little Red Riding Hood and the Wolf."
Nichols, Grace. "They Were My People."
Mora, Pat. "Words Free As Confetti."
Sample Performance Tasks for Stories and Poetry

Informational Texts

Berger, Melvin. Discovering Mars: The Amazing Story of the Red Planet
Carlisle, Madelyn Wood. Let's Investigate Marvelously Meaningful Maps
Lauber, Patricia. Hurricanes: Earth's Mightiest Storms
Otfinoski, Steve. The Kid's Guide to Money: Earning It,
Saving It, Spending It, Growing It, Sharing It
Wulffson, Don. Toys!: Amazing Stories Behind Some Great Inventions
Schleichert, Elizabeth. "Good Pet, Bad Pet."
Kavash, E. Barrie. "Ancient Mound Builders."
Koscielniak, Bruce. About Time: A First Look at Time and Clocks
Banting, Erinn. England the Land
Hakim, Joy. A History of US
Ruurs, Margriet. My Librarian Is a Camel: How Books
Are Brought to Children Around the World
Simon, Seymour. Horses
Montgomery, Sy. Quest for the Tree Kangaroo:
An Expedition to the Cloud Forest of New Guinea
Simon, Seymour. Volcanoes
Nelson, Kadir. We Are the Ship: The Story of Negro League Baseball
Cutler, Nellie Gonzalez. "Kenya's Long Dry Season."
Hall, Leslie. "Seeing Eye to Eye."
Ronan, Colin A. "Telescopes."
Buckmaster, Henrietta. "Underground Railroad."