



Stafford Township School District

English Language Arts Curriculum Grade 5 Reading

Adopted: 08/17/2017
Updated: 01/06/2020

Philosophy

The English Language Arts Curriculum Guide is aligned with the New Jersey Student Learning Standards. The instructional alignment is in accordance with board approved resources accessible to all classrooms. The ELA Curriculum Guide places emphasis on standard based instruction. Materials allow for flexibility in meeting the needs of a wide range of students.

Each of the instructional units provides a clear and equal emphasis on Reading Literature, Reading Information and Foundation Skills. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. The integration of Speaking and Listening Standards are woven through the guides to develop communication skills through collaboration and presentation. The writing guides support the text selections with opportunity to demonstrate understanding of written conventions and focus on narrative, informational, and opinion/argumentative. Identified academic vocabulary provides a common language for literacy and develops across the grade levels.

The need to conduct research and to produce and consume media is embedded into the curriculum with 21st Century Skills and technology standards for each grade level. The map contains interdisciplinary connections to Science, Social Studies, Technology, and Theater.

Reading Unit 1: Launching Reading	Duration: 40 days (September – October)
Standards	
<p>RL 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RL 5.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>SL 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	

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

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

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

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

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

**Interdisciplinary Connections
Social Studies Standards**

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers

Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

<http://www.state.nj.us/education/aps/cccs/career/>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings	Essential Questions
<ul style="list-style-type: none">• Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.).• Readers monitor their comprehension.• Readers support their understanding with evidence.• Learning requires all members of the classroom community to engage in collaborative and active discussion.	<ul style="list-style-type: none">• What behaviors do effective readers exhibit?• How do readers clearly communicate their thinking to others?• What do you need to know about yourself as a reader in order to grow?
Evidence of Student Learning	
Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i>	Other Assessments Formative <ul style="list-style-type: none">• Reading Interviews

You are a librarian at the Ocean County Library. You have been invited to teach a 1st grade class how to engage with a text and apply self-monitoring skills. Be sure to use a mentor text to demonstrate how your brain thinks as a reader while engaging with the text.

You are the author of your favorite book. You've been invited to a conference for young readers to promote your newly published book. Design a presentation for you book that entices readers and creates excitement over your newest publication. Be mindful not to spoil the ending.

- Student Performance Checklist
- Exit Slip/Stop n Jot
- Reading notebook responses
- Observations- Turn & Talk; Share
- Reading Conferences- one-on-one
- Small Group Work- Guided Reading & Strategy Lessons
- Reading Log
- Reading Notebook Checklist
- Student Reflections
- Collecting Independent Work
- Book Club Work

Summative

- Quizzes- ex. Stop & Jot
- Reading Notebook Rubric
- Reading Response Assessment
- Reading Log Assessment

Benchmark

- DRA2
- Achieve3000 Assessment

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric
- Stop & Jot Sentence Starters
- Student Conversation Rubric

	<ul style="list-style-type: none"> • Reader's Response Sentence Starters • Curriculum Based Assessments (CBMs) for fluency or comprehension • Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud • Reading A-Z Guided Level Assessments • Drawing a Picture to Show Comprehension with Verbal Explanation • ReadWorks.org Reading Level Appropriate Comprehension Quiz • Teacher Created/Modified Vocabulary Assessments • Zing/Fundamentals Unlimited Books and Assessments
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Develop an understanding of themselves as readers • Learn to self-select appropriate texts • Set goals for themselves as readers • Recognize the differences between genres • Apply self-monitoring skills • How to have reading conversations and accountable talk • How to maintain a reader's notebooks • The teacher's role/student's role in a workshop classroom 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Develop rituals and routines for reading workshop • Evaluate themselves as readers • Utilize different strategies to monitor their own comprehension • Explain their thinking and grow their ideas together as readers • Practice positive reading behaviors • Establish reading goals • Analyze story elements to build comprehension • Participate in collaborative discussions • Use textual evidence to support thinking both in writing and conversations

<ul style="list-style-type: none"> • How to use Stop-n-Jots to track their thinking as a reader 	<ul style="list-style-type: none"> • Analyze text to determine the main ideas(s) presented by the author • Use key details to summarize the text
<p>Literature <i>Launching Reading</i> Unit by Schoolwide Fundamentals, 2013 <i>Old Henry</i> by Joan W. Blos Various texts from classroom library</p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Classroom library tour - Students will become familiar with the organization of the library, as well as the books available.</p>	<p>Classroom library</p>
<p>Setting up reading notebook - Students will organize their notebooks into sections and review the notebook rubric.</p>	<p>Notebook and notebook rubric</p>
<p>Students will learn how to select a just-right book and begin reading independently.</p>	<p>iPick anchor chart and reference sheet for notebook</p>
<p>Students will utilize mentor text to review genres - students will chart characteristics associated with different genres</p>	<p>Mentor texts from unit</p>
<p>Students will establish stop-n-jot expectations and students create a rubric to assess their stop-n-jots.</p>	<p>Stop-n-jot anchor chart and post-it's at a level 4, level 3, level 2 and level 1 understanding.</p>
<p>Reading interview - Student will partner up to discuss questions about their reading behaviors. They will use this information to reflect on their reading identity.</p>	<p>Schoolwide Reading interview</p>

Filling reading bag/baskets - Students will use the iPick anchor chart, their reading identity reflections, and the classroom library to build up their reading bags.	iPick anchor chart, reading interview, classroom library
Model and practice having reading conversations - Read the book <i>Old Henry</i> . Prior to practicing having a conversation based upon a book, develop an anchor chart with students on things to talk about and ways to start up a conversation. Facilitate whole class conversation on <i>Old Henry</i> .	<i>Old Henry</i> by Joan W. Blos and Schoolwide Appendix "Getting a Conversation Started"
Model and practice workshop routines - Whole class to discuss the role of the teacher and students in a workshop classroom. Chart.	Anchor chart with role of teacher and students while in reading workshop
Students will utilize a reading log as a tool to track reading behaviors and progress.	Reading log or Biblionasium
Students will develop a reading plan, wish list, and set reading goals.	Create a bookshelf in reader's notebook.
Review rubric, model, and practice responding to open-ended questions - Using a mentor text from the unit, design a question and provide a model. Allow students to breakdown the rubric, score, and offer rationale for the score they assign to the model.	Constructed response rubric, mentor text and model response
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com

Students and teachers can use Zing to enhance the content, to have extended reading on topics if needed.	www.zing.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com
Accommodations & Modifications	
<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Higher level questioning ● Students design their own questions to extended reading conversations ● Students design how to show their thinking as a reader ● Choice boards used to provide experiences to extend learning ● Expand their reading bookshelf to include a wide variety of text 	
<p>Basic Skills</p> <ul style="list-style-type: none"> ● Remove unnecessary material, words, etc., that can distract from the content ● Deliver the content in “chunks” and then continue to build their knowledge and understanding ● Provide background knowledge ● Define key vocabulary, multiple-meaning words, and figurative language ● Use audio and visual supports. ● Provide multiple learning opportunities utilize and reinforce vocabulary ● Provide cross-content application of concepts, to help tie learning together when possible. ● Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress 	
<p>Economically Disadvantaged</p> <ul style="list-style-type: none"> ● Remove unnecessary material, words, etc., that can distract from the content ● Deliver the content in “chunks” and then continue to build their knowledge and understanding ● Provide background knowledge ● Define key vocabulary, multiple-meaning words, and figurative language ● Use audio and visual supports. ● Provide multiple learning opportunities utilize and reinforce vocabulary ● Provide cross-content application of concepts, to help tie learning together when possible. ● Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress 	

English Language Learner

- Use images to teach everyday word
- Chunk text
- Use sentence stems
- Pre-Teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Preferential seating

Students at Risk for Failure

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- preferential seating

Reading Unit 2: Nonfiction	Duration: 50 days (November – January)
Standards	
<p>RI 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts</p> <p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p style="padding-left: 40px;">Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p style="padding-left: 40px;">Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

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

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

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

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

L 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

**Interdisciplinary Connections
Social Studies Standards**

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.8.A.3 Create a multimedia presentation including sound and images.

21st Century Life and Careers

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9.1 Personal Financial Literacy

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9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

Essential Questions

<ul style="list-style-type: none"> • Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). • Readers monitor their comprehension. • Readers support their understanding with evidence. • Learning requires all members of the classroom community to engage in collaborative and active discussion. 	<ul style="list-style-type: none"> • What strategies do informational readers use to understand the text? (e.g., using context clues, questioning the author, prediction, re-reading, activating schema, summarizing, etc.) • How does understanding informational text features help a reader better understand its meaning (e.g., captions, headings, bold print)? • How does understanding structure and characteristics of a text impact the reader's comprehension?
Evidence of Student Learning	
<p>Performance Tasks: <i>Activities to provide evidence for student learning of content and cognitive skills.</i></p> <p>You are writer for a popular nighttime talk show. Create a David Letterman style “Top-Ten Reasons” list on a topic that is important to you. Choose how to present your list (Google slides, video, or poster) to the viewing audience.</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> • Reading Interviews • Student Performance Checklist • Exit Slip/Stop n Jot • Reading notebook responses • Observations- Turn & Talk; Share • Reading Conferences- one-on-one • Small Group Work- Guided Reading & Strategy Lessons • Reading Log • Reading Notebook Checklist • Student Reflections • Collecting Independent Work • Book Club Work <p>Summative</p> <ul style="list-style-type: none"> • Quizzes- ex. Stop & Jot • Reading Notebook Rubric • Reading Response Assessment

- Reading Log Assessment

Benchmark

- DRA2
- Achieve3000 Assessment

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric
- Stop & Jot Sentence Starters
- Student Conversation Rubric
- Reader's Response Sentence Starters
- Curriculum Based Assessments (CBMs) for fluency or comprehension
- Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud
- Alternative Summative Assessment
- Reading A-Z Guided Level Assessments
- Drawing a Picture to Show Comprehension with Verbal Explanation
- Modified District Benchmark
- ReadWorks.org Reading Level Appropriate Comprehension Quiz
- Teacher Created/Modified Vocabulary Assessments
- Zing/Fundamentals Unlimited Books and Assessments

Knowledge and Skills

Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Read a variety of nonfiction books (reference, literary and biography) ● Use knowledge of genre, text structure and text features to support understanding ● Learn strategies for challenging and domain-specific vocab ● Use comprehension strategies before, during and after reading to monitor and deepen comprehension ● Use textual evidence to support thinking about reading in both conversation and writing ● Infer an author’s point of view ● Determine important details in texts to summarize main ideas ● Analyze cause and effect relationships ● Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams and data charts) ● Compare and contrast texts 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Analyze text to determine which type of nonfiction it is (reference, literary, biography) ● Evaluate text features to enhance comprehension ● Analyze text structure as a comprehension tool ● Monitor comprehension ● Apply context clues and background knowledge to determine the meaning of unfamiliar words ● Analyze text to determine author’s purpose and point of view ● Analyze text to determine main idea and supporting details ● Provide textual evidence to support thinking ● Use context clues and background knowledge to determine the meaning of unfamiliar words ● Draw from multiple sources to create an understanding to compare and contrast, identify cause and effect or problem/solution or list events chronologically
Literature	
<p><i>I is for Idea: An Invention Alphabet</i> <i>Henry’s Freedom Box: A True Story from the Underground Railroad</i> <i>Booker T. Washington</i> by Alan Schroeder <i>Rosa Parks: My Story</i> by Rosa Parks and Jim Haskins</p>	
Instructional Plan	
Suggested Activities	Resources
<p>Use <i>I is for Idea: An Invention Alphabet</i> - Partner up students and assign them a letter. Students read and</p>	<p><i>I is for Idea: An Invention Alphabet</i></p>

identify the main idea of their invention. Record on index card in preparation to present your invention to the class.	
Gather a variety of nonfiction texts. In groups, students will categorize the type of nonfiction and explain their rationale for their grouping. Allow time for students to introducing their book buckets to the class prior to adding to the classroom library.	Classroom nonfiction books
Text structure scavenger hunt-Students will use their nonfiction text to identify nonfiction text structures within their text and explain how the features assist in their understanding.	Student self-selected nonfiction text https://www.pinterest.com/pin/475552041888604666/
Use <i>Henry's Freedom Box: A True Story from the Underground Railroad</i> to write from Henry's point of view-read the story, analyze the story elements and create a journal entry from Henry's point of view.	<i>Henry's Freedom Box</i>
End of Unit - paired nonfiction book clubs Students will be grouped based on reading levels. Students map out their reading plan on a calendar. Choice boards will allow students the option to pick how to show their comprehension of the text. This is something that the students work on throughout the unit. Students will also design a question each session to then guide their discussion for the day.	Schoolwide leveled books
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com

Students and teachers can use Zing to enhance the content, to have extended reading on topics if needed.	www.zing.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com
Accommodations & Modifications	
Gifted and Talented <ul style="list-style-type: none"> ● Higher level questioning ● Students design their own questions to extended reading conversations ● Students design how to show their thinking as a reader ● Choice boards used to provide experiences to extend learning ● Expand their reading bookshelf to include a wide variety of text 	
Basic Skills <ul style="list-style-type: none"> ● Remove unnecessary material, words, etc., that can distract from the content ● Deliver the content in “chunks” and then continue to build their knowledge and understanding ● Provide background knowledge ● Define key vocabulary, multiple-meaning words, and figurative language ● Use audio and visual supports. ● Provide multiple learning opportunities utilize and reinforce vocabulary ● Provide cross-content application of concepts, to help tie learning together when possible. ● Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress 	
Economically Disadvantaged <ul style="list-style-type: none"> ● Remove unnecessary material, words, etc., that can distract from the content ● Deliver the content in “chunks” and then continue to build their knowledge and understanding ● Provide background knowledge ● Define key vocabulary, multiple-meaning words, and figurative language ● Use audio and visual supports. ● Provide multiple learning opportunities utilize and reinforce vocabulary ● Provide cross-content application of concepts, to help tie learning together when possible. ● Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress 	

English Language Learner

- Use images to teach everyday word
- Chunk text
- Use sentence stems
- Pre-Teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student's independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student's notebooks
- Preferential seating

Students at Risk for Failure

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating

Reading Unit 3: Fiction	Duration: 55 days (February – April)
Standards	
<p>RL 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RL 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RL 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RL 5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or inform</p> <p>RL 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL 5.1 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> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	

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

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

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

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

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

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

**Interdisciplinary Connections
Visual and Performing Arts Standards**

1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

Social Studies Standards

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers

Century Life and Career Skills: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace. <http://www.state.nj.us/education/aps/cccs/career/>

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Essential Understandings

- Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.).
- Readers monitor their comprehension.
- Readers support their understanding with evidence.
- Learning requires all members of the classroom community to engage in collaborative and active discussion.

Essential Questions

- How does the type of text determine the reading strategies good readers use?
- How does a reader use the elements of a story to determine the author's purpose and theme?
- How does the structure of the text help the reader understand the meaning?
- How do listening and speaking strategies contribute to understanding?

Evidence of Student Learning

Performance Tasks: *Activities to provide evidence for student learning of content and cognitive skills.*

Writing a short poem about a book is an effective way to summarize a topic, theme or character in an artistic way. Poetry is descriptive and emotional, so you can focus on elements of the book that inspired, intrigued or moved you. You won't be able to summarize the entire book in your short poem, so focus on one element, character or theme that stood out. Use alliteration, metaphors and symbolism to make your poem come to life.

Reference for teacher:

<http://penandthepad.com/write-short-poem-book-7840629.html>

You are a teacher responsible for facilitating a book talk with your 5th grade class. Using your favorite short story, design 3-5 higher level comprehension questions that will require your students to not only answer the question but extend their thinking. Be sure to design questions that require the students to consider all key elements of a story when responding to the questions. In preparation for the book talk, you must have key points that you will use to gauge your students' understanding of the selected text.

*****Performance task can be done individually or as a small group. If completed with a group, students**

Other Assessments

Formative

- Reading Interviews
- Student Performance Checklist
- Exit Slip/Stop n Jot
- Reading notebook responses
- Observations- Turn & Talk; Share
- Reading Conferences- one-on-one
- Small Group Work- Guided Reading & Strategy Lessons
- Reading Log
- Reading Notebook Checklist
- Student Reflections
- Collecting Independent Work
- Book Club Work

Summative

- Quizzes- ex. Stop & Jot
- Reading Notebook Rubric
- Reading Response Assessment
- Reading Log Assessment

Benchmark

- DRA2
- Achieve 3000 Assessment

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses

<p>could facilitate upon completion with a member from the other group.</p>	<ul style="list-style-type: none"> • LLI Lesson Record Anecdotal Note Pages • LLI Reading Response Journals • LLI Conversation Rubric • Stop & Jot Sentence Starters • Student Conversation Rubric • Reader's Response Sentence Starters • Curriculum Based Assessments (CBMs) for fluency or comprehension • Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud • Alternative Summative Assessment • Reading A-Z Guided Level Assessments • Drawing a Picture to Show Comprehension with Verbal Explanation • Modified District Benchmark • ReadWorks.org Reading Level Appropriate Comprehension Quiz • Teacher Created/Modified Vocabulary Assessments • Zing/Fundamentals Unlimited Books and Assessments
<p>Knowledge and Skill</p>	
<p>Content</p>	<p>Skills</p>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> • Recognize different types and structures of fiction • Identify common story elements, narrative structure and key details in fiction texts • Use story elements and key details to determine the central theme • Compare and contrast 2 stories that contain the same theme 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Analyze story elements to build comprehension • Analyze text to determine which type of fiction it is • Analyze text structure as a comprehension tool • Monitor comprehension • Use textual evidence to support thinking both in writing and conversations • Apply context clues and background knowledge to determine the meaning of unfamiliar words

<ul style="list-style-type: none"> ● Use comprehension strategies: activating schema, make predictions, make connections, infer and ask questions ● Understand how the point of view affects the way a story is told ● Distinguish between external and internal conflicts in fiction and how these affect the resolution ● Use descriptive language to create mental images or visualize what is taking place 	<ul style="list-style-type: none"> ● Analyze text to determine the main ideas(s) presented by the author and the author's purpose ● Analyze text or texts on the same topic to determine point of view ● Read a variety of fictional texts ● Compare themes across texts ● Describe how the visual elements of a text help tell the story
<p>Literature</p> <p><i>Howl's Moving Castle</i> by Dianna Wynne Jones <i>Rules</i> by Cynhia Lord <i>Wonder</i> by R.J. Palacio <i>Extraordinary</i> by Miriam Franklin <i>Arlene on the Scene</i> by Carol Liu <i>Crash</i> by Jerry Spinelli <i>Out of My Mind</i> by Sharon Draper <i>Stargirl</i> by Jerry Spinelli</p>	
<p>Instructional Plan</p>	
<p>Suggested Activities</p>	<p>Resources</p>
<p>Prior to reading, use questioning to determine type of fiction. Encourage students to choose a variety of fiction to read during independent reading. Monitor choices throughout the unit.</p>	<p>Variety of fiction texts from the grab-n-go section in the library and students' reading logs</p>
<p>Split class into small groups, assign each group a different mentor text and have students "clothesline" the events. Focus on story elements and time passage words to break the text down.</p>	<p>Mentor text from unit</p>
<p>Mid-unit cold read - select a grade-level historical fiction or a folktale from Reading A-Z to assess independent comprehension.</p>	<p>Reading A-Z</p>

<p>Students will respond to reading through a bi-weekly reading response entry to assess understanding of text on students' just-right levels. Students will use textual evidence to justify the inferences made.</p>	<p>Fiction text response prompts to allow for student choice (based on students' needs)</p>
<p>End of Unit - Thematic Literature Circle Students will be grouped based on reading levels. Students will map out their reading plan on a calendar. Choice boards allows students the option to pick how to show their comprehension of the text. This is something that the students work on throughout the unit. Students will also design a question each session to then guide their discussion for the day.</p>	<p>Suggested theme: Tolerance <i>Rules</i> <i>Wonder</i> <i>Extraordinary</i> <i>Arlene on the Scene</i> <i>Crash</i> <i>Out of My Mind</i> <i>Stargirl</i></p>
<p>Have students analyze the meaning behind music videos, billboards, advertisements, etc. Have the students discuss how visual elements tell a story and interact with the text. Students analyze how visual elements deepen the meaning behind a piece of text. Students explain why they think the author has included these visual elements.</p>	<p><i>Howl's Moving Castle</i> by Dianna Wynne Jones (it has been made into a Miyazaki Anime film)</p>
<p>Have the students consider two books in the same genre and describe the setting, plot, and theme for each one. Then have the students describe what the two books have in common for each category.</p>	<p>Student self-selected books</p>
<p>To help students increase their comprehension through visualization and fluency abilities, students will participate in reading reader's theaters scripts of their reading level and choice. Each student will work in a small group to evaluate their script and determine how to perform their play. Students will use physical and vocal choices to enhance their performance.</p>	<p>https://www.readinga-z.com/fluency/readers-theater-scripts/ http://www.thebestclass.org/rtscripts.html http://www.teachingheart.net/readerstheater.htm http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html</p>

Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Students and teachers can use Zing to enhance the content, to have extended reading on topics if needed.	www.zing.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com
Accommodations & Modifications	
Gifted and Talented	
<ul style="list-style-type: none"> ● Higher level questioning ● Students design their own questions to extended reading conversations ● Students design how to show their thinking as a reader ● Choice boards used to provide experiences to extend learning ● Expand their reading bookshelf to include a wide variety of text ● Use tier 3 vocabulary words 	
Basic Skills	
<ul style="list-style-type: none"> ● Remove unnecessary material, words, etc., that can distract from the content ● Deliver the content in “chunks” and then continue to build their knowledge and understanding ● Provide background knowledge ● Define key vocabulary, multiple-meaning words, and figurative language ● Use audio and visual supports. ● Provide multiple learning opportunities utilize and reinforce vocabulary ● Provide cross-content application of concepts, to help tie learning together when possible. ● Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress 	
Economically Disadvantaged	
<ul style="list-style-type: none"> ● Remove unnecessary material, words, etc., that can distract from the content 	

- Deliver the content in “chunks” and then continue to build their knowledge and understanding
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Provide multiple learning opportunities utilize and reinforce vocabulary
- Provide cross-content application of concepts, to help tie learning together when possible.
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English Language Learner

- Use images to teach everyday word
- Chunk text
- Use sentence stems
- Pre-Teach vocabulary
- Modify appendices
- Meet prior to working independently to ensure directions/expectations are understood
- Create graphic organizers that are scaffolded
- Meet small group prior to lesson to build background knowledge
- Extra time
- Work with a partner

Special Education/504 Plans

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Guided reading groups to reinforce skills
- Leveled books at student’s independent levels
- Access to audiobooks
- Review smaller sections of text with students to ensure understanding
- Provide notes for mini-lessons to put into student’s notebooks
- Preferential seating

Students at Risk for Failure

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson

- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- preferential seating

Reading Unit 4: Ecosystems: The Human Impact	Duration: 35 days (May – June)
Standards	
<p>RI 5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI 5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI 5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	

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

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

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

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

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

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

W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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

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

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

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

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

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

Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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

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

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.

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

Read grade-level text with purpose and understanding.

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

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

Interdisciplinary Connections
Next Generation Science Standards

5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Social Studies Standards

6.1.8.A.1.a. Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

Technology Standards

8.1.5.A.3. Use a graphic organizer to organize information about problem or issue.

8.1.5.E.1. Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Careers

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This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

<p>Essential Understandings</p>	<p>Essential Questions</p>
<ul style="list-style-type: none"> ● Effective readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). ● Readers monitor their comprehension. ● Readers support their understanding with evidence. ● Learning requires all members of the classroom community to engage in collaborative and active discussion. 	<ul style="list-style-type: none"> ● How do readers use what they've learned about a topic to formulate and justify an opinion? ● How does asking questions as a reader help to build understanding? ● How does having conversations help students to develop and support their ideas?
<p>Evidence of Student Learning</p>	
<p>Performance Activity:</p> <p>You are an environmentalist with a passion for water conservation. In an effort to educate the community design a billboard, political cartoon or radio advertisement with a clear message promoting the importance of water conservation. Utilize the resources below.</p> <p><u>Not Enough to Drink</u> by Laura laBella "In Papua, New Guinea, most people don't have access to clean water" YouTube video- " Save Water to Help the Earth"</p> <p>You are an activist that travels the world assisting animals that have been negatively impacted by human activity. Design a social media account as a way to shed light on the issue/concern as well as your personal journey to lessen the human impact on animals.</p>	<p style="text-align: center;">Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Reading Interviews ● Student Performance Checklist ● Exit Slip/Stop n Jot ● Reading notebook responses ● Observations- Turn & Talk; Share ● Reading Conferences- one-on-one ● Small Group Work- Guided Reading & Strategy Lessons ● Reading Log ● Reading Notebook Checklist ● Student Reflections ● Collecting Independent Work ● Book Club Work <p>Summative</p> <ul style="list-style-type: none"> ● Quizzes- ex. Stop & Jot

- Reading Notebook Rubric
- Reading Response Assessment
- Reading Log Assessment

Benchmark

- DRA2
- Achieve3000 Assessment

Alternative

- LLI Reading Records and Comprehension Questions
- LLI Written Comprehension Responses
- LLI Lesson Record Anecdotal Note Pages
- LLI Reading Response Journals
- LLI Conversation Rubric
- Stop & Jot Sentence Starters
- Student Conversation Rubric
- Reader's Response Sentence Starters
- Curriculum Based Assessments (CBMs) for fluency or comprehension
- Achieve3000 with Whole Group Introduction and Higher Lexile Level Read Aloud
- Alternative Summative Assessment
- Reading A-Z Guided Level Assessments
- Drawing a Picture to Show Comprehension with Verbal Explanation
- Modified District Benchmark
- Science A-Z Assessments
- ReadWorks.org Reading Level Appropriate Comprehension Quiz
- Teacher Created/Modified Vocabulary Assessments
- Zing/Fundamentals Unlimited Books and Assessments

Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Read a variety of content area books ● Use knowledge of genre, text structure and text features to support understanding ● Learn strategies for challenging and domain-specific vocab ● Use textual evidence to support thinking about reading in both conversation and writing ● Infer an author’s point of view ● Determine important details in texts to summarize main ideas ● Analyze cause and effect relationships ● Synthesize information across texts, including details from visuals (scientific illustrations, photographs, models, diagrams and data charts) 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> ● Read a variety of content specific texts ● Evaluate text features to enhance comprehension ● Analyze text structure as a comprehension tool ● Monitor comprehension ● Apply context clues and background knowledge to determine the meaning of content specific words ● Analyze text to determine author’s purpose ● Analyze text to determine main idea and supporting details ● Draw conclusions ● Compare different sources to enhance their understanding of a topic ● Collaborate to develop and support their ideas ● Collect relevant information to incorporate in their writing ● Construct a presentation that is clear, concise, and engaging
Literature	
<p><i>BP Oil Spill</i> by Peter Benoit Self-selected nonfiction books</p>	
Instructional Plan	
Suggested Activities	Resources
<p>Students will select an article that focuses on how humans impact the environment. Explain the relationships or interactions between two or more events based on specific information in the text.</p>	<p>Newsela, Achieve3000</p>

Students will read closely to identify how the author presents the main idea and uses reasons and evidence to support a point.	Classroom mentor texts
Students will read a variety of texts on human impact on the environment and then craft and informative/explanatory text to convey ideas and information clearly.	Self-selected nonfiction books
Students will analyze the effects of oil spills on the environment using the mentor text <i>BP Oil Spill</i> by Peter Benoit and the Newsela article, "No full recovery yet from oil spill 25 years ago." Using the information they have gathered, explain how companies might change their practices to avoid future damage to the environment.	Newsela
Websites	
This link provides paired comprehension texts organized by Lexile level. There are opportunities for comprehension questions and constructed responses within each text.	www.readworks.org/books/passages/paired-passages
Flocabulary: High interest short video using rhyming patterns to engage students about a topic being taught. Can be used as an intro, wrap up or reinforcement.	www.flocabulary.com
Students and teachers can use Zing to enhance the content, to have extended reading on topics if needed.	www.zing.com
Achieve 3000 - articles can be used to support the mini-lesson, can be used in nonfiction articles as well as to compare across genres.	www.achieve3000.com
Accommodations & Modifications	
Gifted and Talented <ul style="list-style-type: none"> ● Higher level questioning ● Students design their own questions to extended reading conversations ● Students design how to show their thinking as a reader ● Choice boards used to provide experiences to extend learning ● Expand their reading bookshelf to include a wide variety of text 	

Basic Skills

- Remove unnecessary material, words, etc., that can distract from the content
- Deliver the content in “chunks” and then continue to build their knowledge and understanding
- Provide background knowledge
- Define key vocabulary, multiple-meaning words, and figurative language
- Use audio and visual supports.
- Provide multiple learning opportunities utilize and reinforce vocabulary
- Provide cross-content application of concepts, to help tie learning together when possible.
- Incorporate technology with effective online programs that provide: individualized instruction, ability to work at their own pace, and provides data to track progress

Economically Disadvantaged

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- Deliver the content in “chunks” and then continue to build their knowledge and understanding
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- Extra time

- Work with a partner

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- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating