

Ocean Academy Charter School
Curriculum Guide
Grade 5 - ELA



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OCEAN ACADEMY CHARTER SCHOOL English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	
Grade Level: Grade 5	
Trimester	Pacing Guide in Days
<u>Trimester 1</u> Reading Skills: Fiction and Informational Text ➤ Determine Main Idea and Supporting Key Details ➤ Summarize Texts Accurately ➤ Determine Word Meanings Using Context Clues and Word Parts ➤ Identify and Analyze Theme in Literary Texts ➤ Make Inferences and Support Thinking with Text Evidence ➤ Compare and Contrast Characters, Settings, or Events Across Texts ➤ Analyze Historical Texts for Perspective and Accuracy ➤ Interpret and Explain Key Ideas in Informational Texts Writing Skills: Narrative Writing (Memoir) & Launching Writing Workshop ➤ Establish Writing Routines, Habits, and Expectations through Writing Workshop ➤ Generate Ideas and Plan Personal Narratives with Memoir	60 days September-December

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Elements ➤ Develop Narrative Structure with a Clear Beginning, Middle, and End ➤ Use Dialogue, Description, and Reflection to Deepen Meaning ➤ Revise and Edit Drafts for Clarity, Focus, and Organization ➤ Publish and Share Final Writing with an Audience Amistad Law Mandate Holocaust Law Mandate Diversity and Inclusion Mandate Asian Americans and Pacific Islanders (AAPI) Climate Change	
<u>Trimester 2</u> Reading Skills: Fiction and Informational Text ➤ Identify and Analyze Text Structures in Informational Texts ➤ Understand and Apply Knowledge of Story Structure in Literary Texts ➤ Make Inferences and Support Thinking with Text Evidence ➤ Interpret and Analyze Figurative Language in Literary Texts ➤ Analyze Point of View and Perspective in a Text ➤ Explain Author’s Purpose, Reasoning, and Use of Evidence ➤ Compare and Analyze Multiple Accounts of the Same Event or Topic Writing Skills: Opinion Writing (Essay) ➤ Formulate a Clear Opinion or Claim on a Specific Topic ➤ Support Opinion with Logical Reasons and Relevant Evidence ➤ Organize Writing Using a Clear Essay Structure (Introduction, Body, Conclusion) ➤ Use Linking Words and Phrases to Connect Ideas ➤ Apply Grade-Level Conventions for Grammar, Spelling, and Punctuation ➤ Revise and Edit Opinion Writing for Clarity and Coherence ➤ Publish and Present Final Opinion Essays to an Audience Amistad Law Mandate Holocaust Law Mandate	60 days December-March

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Diversity and Inclusion Mandate Asian Americans and Pacific Islanders (AAPI) Mandate Climate Change Mandate	
<u>Trimester 3</u> Reading Skills: Fiction and Informational Text ➤ Analyze Visual Elements (charts, graphs, timelines, maps, images) to Enhance Understanding ➤ Compare and Contrast Characters, Settings, Themes, or Texts ➤ Integrate Information from Multiple Texts on the Same Topic ➤ Participate in a Novel Study to Deepen Literary Comprehension and Build Stamina Writing Skills: Informative/Explanatory Writing (Biography) ➤ Conduct Research Using Print and Digital Sources to Gather Information about a Person's Life ➤ Organize a Biography Using a Logical Structure (Introduction, Chronological Body, Conclusion) ➤ Use Facts, Definitions, and Specific Details to Clearly Explain the Subject's Life and Contributions ➤ Incorporate Domain-Specific Vocabulary and Transition Words to Connect Ideas ➤ Revise and Edit to Improve Content, Clarity, and Conventions ➤ Publish Final Drafts for Sharing with a Peer or Audience Amistad Law Mandate Holocaust Law Mandate Diversity and Inclusion Mandate Asian Americans and Pacific Islanders (AAPI) Mandate Climate Change Mandate	60 days March-June

OCEAN ACADEMY CHARTER SCHOOL Trimester 1	
Content Area: English Language Arts	
Unit Title: Trimester 1	Duration: 60 days

Target Course/Grade Level: Grade 5

Introduction/Unit Focus:

Reading Skills: Literary and Informational Texts

In this unit, students will engage deeply with a variety of fictional and informational texts to build critical thinking and comprehension skills. They will read across genres to understand both the content and craft of written works. Instruction will focus on strengthening the following key areas:

Determine the Main Idea and Supporting Details: Students will identify the central idea of a text and locate relevant details that support or explain it.

Analyze Key Ideas and Events: Students will explain how key events unfold in a text and how ideas are developed over the course of a passage.

Explore Theme and Author's Message: Through guided discussion and independent practice, students will uncover themes and deeper messages in literary texts, drawing evidence from the text to support their analysis.

Make Inferences Using Text Evidence: Students will learn to "read between the lines," drawing conclusions about characters, situations, or information based on evidence in the text.

Compare and Contrast Characters and Perspectives: Students will analyze how characters respond to events, how they are alike or different, and how their traits influence the storyline.

Summarize Texts Effectively: Students will learn to distill both narrative and informational texts into concise summaries that highlight key ideas without inserting personal opinions.

Analyze Historical Texts and Content: Students will examine informational and historical texts to gain insight into past events, comparing perspectives and evaluating sources.

Determine the Meaning of Unknown Words and Phrases: Students will use context clues, word parts (prefixes, suffixes, roots), and reference tools to determine the meaning of unfamiliar vocabulary.

Writing Skills: Launching Writer's Workshop and Narrative Writing (Memoir)

Fifth-grade writers will begin the year by developing their identity as authors through the launch of Writing Workshop. Students will build a foundation for independent writing habits, routines, and peer collaboration. The primary writing focus during this unit is on personal narrative writing, with a specific emphasis on memoir.

Establish Writing Routines and Habits: Students will learn how to generate writing ideas, organize a writer's notebook, and participate in daily writing through mini-lessons, independent writing time, and peer sharing.

Compose Personal Narratives with Memoir Elements: Students will write true stories from their lives, incorporating reflection, meaningful moments, and personal growth to connect with readers.

Focus on Craft and Structure: Students will learn how to zoom in on small, significant moments and use dialogue, description, and pacing to build narrative structure.

Revise and Edit for Clarity and Effectiveness: Students will practice giving and receiving feedback, and apply strategies to strengthen their writing for audience and purpose.

Publish and Share Final Pieces: As writers, students will prepare polished memoirs to share with classmates, building confidence and celebrating their voices.

Disciplinary Concepts for the Unit

Standard 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.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

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.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the

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Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

**Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>
Grade 5 ELA Standards with Practices**

Content Standards: New Jersey Student Learning Standards for Reading Language Arts

READING DOMAIN

(CR) Close Reading of Text:

By the end of grade 12, 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.

RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly

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and make relevant connections when drawing inferences from the text.
RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
FOUNDATIONAL SKILLS DOMAIN
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
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.
(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

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- 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.

(KL) Knowledge of Language:

By the end of grade 12, 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.

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.

(VL) Vocabulary Acquisition, Use and Literal Meaning:

By the end of grade 12, 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.

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.

(WF) Foundational Skills: Writing Language:

By the end of grade 5, develop understanding and conceptual knowledge of print,

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phonological processing, letter formation and handwriting, and other basic
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.
READING DOMAIN
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
LANGUAGE DOMAIN
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
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.

WRITING DOMAIN
(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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.
(SE) Sources of Evidence: By the end of grade 12, 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.
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.
(RW) Range of Writing: By the end of grade 12, 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.

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W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING DOMAIN

(PE) Participate Effectively:

By the end of grade 12, 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.

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.

(AS) Adapt Speech:

By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

(PI) Present Information:

By the end of grade 12, 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.

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.

New Jersey Student Learning Standards: Interdisciplinary Connections
New Jersey Student Learning Standards

5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen.

6.1.5.HistoryCC.10: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

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5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.

6.1.5.HistoryCC.11: Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

New Jersey Student Learning Standards: Computer Science and Design Thinking

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Data can be organized, displayed,	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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and presented to highlight relationships.	
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	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. Climate Change Example: Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Climate Change Example: Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change. 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. SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate

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	facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Climate Change Example: Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

- Identify two or more main ideas in an informational text and explain how they are supported by key details
- Match specific details to the main idea they support within a text
- Use text evidence from informational texts to support analysis and written or oral reflection
- Use context clues to determine the meaning of unfamiliar words or phrases
- Acquire and apply academic and domain-specific vocabulary when reading and discussing texts
- Compare and contrast characters in a drama, using specific details from the text to describe their traits, motivations, feelings, and actions
- Draw evidence from literary texts to support responses and literary analysis

Writing

- Introduce a clear narrator and/or characters and establish a situation for the reader
- Organize ideas and events in a logical sequence that unfolds naturally
- Support claims or reflections with relevant text evidence from literary or informational sources

- Use precise vocabulary and a consistent tone to match the purpose and audience

Speaking and Listening

- Pose thoughtful questions and respond to others' questions during discussions
- Contribute relevant ideas to group conversations and build on others' thinking
- Review and summarize the key ideas expressed by peers and draw conclusions during collaborative discussions
- Identify two or more main ideas in a text. Explain how two or more main ideas are supported by key details in a text. Identify which details support which main idea.
- Draw evidence from informational texts to support analysis and reflection.
- Compare and contrast two or more characters in a drama, drawing on specific details in the texts. Use details in a drama to describe characters. Use details to compare and contrast characters' motivations, feelings, and behaviors
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Draw evidence from literary texts to support analysis and reflection
- Pose and respond to specific questions and contribute to discussions
- Review the key ideas expressed and draw conclusions
- Use context as a clue to the meaning of a word or phrase
- Acquire and use academic and domain specific words and phrases

Unit Enduring Understandings:

Students will know...

- how to broaden their understanding of the main idea to see that texts can have several major ideas
- how to determine the main idea and details of a text to produce a summary
- how to quote from the text and connect text information with personal knowledge when making inferences
- how to draw on specific details to explain the relationships between events, ideas, or concepts in a scientific or technical text
- how to compare and contrast two or more characters, settings, or events in a story or drama
- how to describe how characters interact or settings are different from one another, students will explore these elements in greater detail and better understand the text
- how to compare and contrast two or more characters, settings, or events in a story or drama
- how to describe how characters interact or settings are different from one another, students will explore these elements in greater detail and better understand the text
- how to consider key details about the characters' actions and story events in order to identify the theme
- how to identify key details in a poem to determine its theme
- how to summarize a text by synthesizing key details

- how to make relevant connections and refer to the text, accurately quoting text when making inferences

Unit Essential Questions:

- How does fluency affect comprehension?
- How do you determine the main idea in informational text?
- How can you tell the difference between the main idea and a supporting detail?
- Can you differentiate between historical, scientific, and technical texts?
- What is a summary?
- How do good readers understand what is being read?
- What strategies do good readers use to understand the text? (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.)
- Why should readers regularly monitor their comprehension?
- How does experience and belief influence reading?
- How do writers use words and sentences to convey their ideas effectively?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher

will confer with individual readers, partnerships, and/or small groups, providing support as needed.

- Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
- During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
- Student book bins should include books on independent reading level and at least one choice book.
- Classroom Library
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.
- OR**
- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
 - Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about

their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.

- Share- Students share work with their peers offering comments, noticings and/or suggestions.

OCEAN ACADEMY CHARTER SCHOOL Elementary Framework

Evidence of Student Learning

Formative Assessments

Used throughout instruction to check understanding and guide next steps:

- Teacher Observations & Anecdotal Notes
- Class Discussions & Activities
- Think-Pair-Share / Turn-and-Talk
- Do-Nows & Exit Slips
- Journal Writing
- Writing Workshop
- Reading Response Entries
- Graphic Organizers
- Learning / Response Logs
- Open-Ended Questions (Short & Extended)
- Quizzes & Practice Tests
- Fluency Checks (DRA-3 & Progress Monitoring)
- Running Records
- Tiered Questioning
- Student Self-Assessments
- Teacher / Peer / Student Conferences
- iReady Skill Lessons
- Literature Circles
- Literary Projects
- Response to Literature Journals
- Timed Reading/Writing Tasks
- Projects
- Standards-Based Rubrics
- Performance-Based Checklists
- Portfolio Collections
- Questionnaires
- Homework

Summative Assessments

Evaluate mastery at the end of a unit or major learning period:

- Unit Tests and Final Projects
 - iReady Lesson Assessments
 - Reading A-Z Activities
 - Portfolio Writing Pieces
 - District Benchmarks or Interim Assessments
 - State Standardized Assessments
-

Benchmark Assessments

Measure progress over time and help guide instruction:

- iReady Diagnostic Assessment
 - LinkIt Assessments
 - Writing Benchmarks
 - End-of-Unit Assessments
 - State Assessments
-

Alternative Assessments

Support individualized learning needs:

- Modified Assignments
 - Oral Assessments
 - RTI: Flex Group Support
 - Directions Read Aloud
 - Differentiated or Tiered Instruction
 - Follow all IEP/504 Plan Accommodations (e.g., extended time)
-

Performance Tasks

Demonstrate application of skills in authentic contexts:

- Written Responses
- Narrative Writing Pieces (e.g., Memoirs)
- Reading Notebook Entries
- Graphic Organizers
- Class Discussions

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
 - Provide small group instruction for reading and writing
 - Use visuals and graphic organizers
 - Pre-teach vocabulary with pictures or movement
 - Read aloud daily
 - Use choral reading, songs, and chants
 - Allow extended time for tasks and tests
 - Accept oral or dictated responses
 - Use large print, Braille, audiobooks, or digital texts
 - Provide peer tutoring or classroom buddies
 - Offer preferential seating
 - Gradually increase reading length as skills grow
 - Use assistive tools (scribes, communication devices)
-

Students with 504 Plans

- Follow all 504 Plan accommodations
 - Provide extended time and small group instruction
 - Accept oral or dictated responses
 - Use large print, Braille, audiobooks, or digital formats
 - Offer assistive technology (e.g., scribes or communication supports)
-

Students at Risk of School Failure

- Use visuals and real-world examples
 - Pre-teach and review key vocabulary
 - Provide structured small group instruction
 - Read aloud daily
 - Use songs, chants, and choral reading to build fluency
 - Assign peer tutors or buddies
 - Offer extra time and scaffolded tasks
 - Provide preferential seating for focus and access
-

Gifted and Talented

- Provide open-ended and critical thinking questions

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- Use leveled texts and advanced reading options
- Encourage independent projects and discovery learning
- Group students by interest or ability
- Use learning menus, contracts, or extension tasks
- Incorporate Bloom's Taxonomy (analyze, evaluate, create)
- Include simulations, puzzles, and real-world problem solving
- Use flexible grouping and offer enrichment for individuals or the whole group
- Provide opportunities for reflection and student-led discussion

Multilingual Learners (MLs)

- Pre-teach vocabulary using visuals and gestures
- Label classroom items to build language connections
- Use guided reading and writing in small groups
- Provide audiobooks and recorded texts
- Allow extended time and oral or dictated responses
- Use physical movement or drawing to reinforce vocabulary
- Collaborate with ESL and language specialists

Diversity and Inclusion

- Include family voice in learning
- Incorporate students' cultural traditions and identities
- Offer alternative formats or assignments when needed
- Use closed captioning and visuals to support understanding
- Provide outlines or roadmaps for complex material
- Display academic word walls
- Allow sufficient wait time before calling on students
- Speak clearly and avoid idioms or slang
- Collaborate with support staff (e.g., ESL, special education)
- Encourage native language development at home while building English at school
- Maintain predictable routines in a safe, respectful learning environment

Supplemental Resources

Grade 5 Curriculum Map

Instructional Materials

- Writing Fundamentals
- Schoolwide
 - *Sitti's Secrets by Naomi Shihab Nye*
 - *The Chalk Doll by Charlotte Pomerantz*

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- *"Family Pictures/Cuadros de familia by Carmen Lomas Garza*
- *Childtimes: A Three-Generation Memoir Eloise Greenfield*
- *When I Was Your Age, Volume One: Original Stories About Growing Up by Amy Ehrlich*
- *19 Varieties of Gazelle by Naomi Shihab Nye*
- Reading Fundamentals: Short Shared Text Collection
- Problem Based Learning Units
- Read Write Think
- Novel Studies:
 - *Where the Mountain Meets the Moon (mandatory) by Grace Lin*
 - *Half A Moon Inn by Paul Fleischman*
 - *The Lion, the Witch and Wardrobe by C.S. Lewis*
 - *Number the Stars by Lois Lowry*
 - *The Sign of the Beaver by Elizabeth George Speare*
 - *The Sign of the Beaver by Elizabeth George Speare*
- Magnetic Reading
 - from Get a Grip Vivy Cohen! Pgs. 76-82
 - Throwing Fire pgs 410-417
 - from Stompin' at the Savoy pgs. 97-100
 - Art of America pgs. 113-116
 - The Social Poet pgs. 129-132

Supplemental Resources

- Storyworks
- Reading A to Z Website
- Read Works
- Flocabulary
- Funbrain
- BrainPop and BrainPop Jr.

Intervention Materials

- iReady - Teachers Toolbox Leveled Materials
- Reading A to Z Website
- Graphic Organizers
- High Noon Readers

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL Trimester 2
Content Area: English Language Arts
Unit Title: Trimester 2
Target Course/Grade Level: Grade 5
Introduction/Unit Focus: This unit focuses on helping fifth-grade students strengthen their reading comprehension and analytical thinking by working with a variety of fictional and informational texts. Through engaging reading and writing tasks, students will deepen their understanding of how authors construct meaning, use evidence, and present viewpoints. At the same time, students will build their ability to form and express opinions in writing, with clear reasoning and supporting evidence. <u>Reading Skills: Deepening Comprehension of Fiction and Informational Texts</u> Students will read across genres, analyzing both literary and informational texts with increasing depth. Instruction will support students in developing higher-level comprehension and critical thinking skills. Analyze Figurative Language: Students will identify and interpret figurative language such as similes, metaphors, idioms, and personification, understanding how authors use these tools to enhance meaning and tone. Make Inferences with Text Evidence: Students will draw logical conclusions from the text, using both explicit and implied details to support their understanding of character actions, author intent, or main ideas. Explore Text Structures in Informational Texts: Students will learn to recognize and analyze common text structures, such as cause and effect, compare and contrast, problem and solution, and sequence, to better understand how information is organized. Understand Story Structure in Literature: Students will examine how narrative elements such as plot, conflict, setting, and resolution work together to shape a story's meaning. Analyze Point of View and Perspective: Students will compare how different narrators or characters view events and will consider how those perspectives influence the reader's understanding. Explain Author's Purpose and Use of Evidence: Students will learn how authors build arguments in informational texts by identifying the author's purpose and analyzing the evidence and reasoning used to support claims.

Compare Multiple Accounts of the Same Event or Topic: Students will evaluate two or more texts on the same subject, identifying differences in viewpoint, emphasis, and presentation of facts or opinions.

Writing Skills: Opinion Writing

In writing, students will focus on opinion writing, learning to craft structured essays that clearly state a position and support it with logical reasons and textual evidence.

Develop a Clear Opinion Statement: Students will learn to write strong thesis statements that clearly communicate their stance on a given topic or question.

Organize Writing with Logical Structure: Essays will include clear introductions, body paragraphs with focused reasons, supporting evidence, and a strong conclusion that summarizes or reinforces the writer's viewpoint.

Support Ideas with Relevant Evidence: Students will learn how to pull information from texts or personal knowledge to back up their opinions, using quotes, facts, and examples appropriately.

Use Linking Words and Phrases: To guide the reader through their argument, students will use transition words and phrases to connect ideas clearly and cohesively.

Revise and Edit for Clarity and Impact: Students will engage in the full writing process—planning, drafting, revising, editing, and publishing—with a focus on improving clarity, structure, and grammar.

Publish and Share Written Work: Final opinion essays will be prepared for sharing, helping students develop pride in their writing and see the real-world value of persuasive communication.

Disciplinary Concepts for the Unit

Standard 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.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

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.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and

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innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”
Focus Standards (Major Standards) https://www.nj.gov/education/cccs Grade 5 ELA Standards with Practices
Content Standards: New Jersey Student Learning Standards for Reading Language Arts
READING DOMAIN
(CR) Close Reading of Text: By the end of grade 12, 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.
RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text..
(TS) Text Structure: By the end of grade 12, 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.
RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more

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texts.
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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).
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.
(AA) Analysis of an Argument: By the end of grade 12, 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.
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).
(CT) Comparison of Texts: By the end of grade 12, 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.
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.
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.
FOUNDATIONAL SKILLS DOMAIN
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
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.
(VL) Vocabulary Acquisition, Use and Literal Meaning:

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By the end of grade 12, 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.
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.
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
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.
(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. I. Avoid fragments, run-ons and rambling sentences, and comma splices. J. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. K. Ensure agreement between subject and verb and between pronoun and antecedent. L. Distinguish between frequently confused words. M. Use idiomatic language and choose words for effect; use punctuation for meaning and effect. N. Use punctuation to separate items in a series; use commas in a series of phrases or clauses. O. Use a comma to separate an introductory element from the rest of the sentence; use a

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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?). P. Spell grade appropriate words correctly, consulting references as needed.
(KL) Knowledge of Language: By the end of grade 12, 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.
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.
WRITING DOMAIN
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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

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in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
(SE) Sources of Evidence: By the end of grade 12, 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.
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.
(WR) Writing Research: By the end of grade 12, 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.
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.
(RW) Range of Writing: By the end of grade 12, 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.
W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, 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.
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.

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(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
(PI) Present Information: By the end of grade 12, 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.
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.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
New Jersey Student Learning Standards: Interdisciplinary Connections <u>New Jersey Student Learning Standards</u>
5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water.
6.1.5.HistoryCC.12: Determine the roles of religious freedom and participatory government in various North American colonies.
Science • 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. • 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. • 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. • 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. • 5-PS3-1. Use models to describe that energy in animals’ food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.
Social Studies • 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.Civic.DP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.CivicsHR.1: Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.	9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	9.1.5.RMI.1: Identify risks that individuals and households face. 9.1.5.RMI.2: Justify reasons to have insurance.

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
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Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
A variety of control structures are used to change the flow of program execution (e.g., sequences, events, loops, conditionals).	8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	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. Climate Change Example: Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Climate Change Example: Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change. A. Introduce a topic or text clearly, state an opinion,

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	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. 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. Climate Change Example: Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.
Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.	3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost. 3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

- Determine the meaning of unfamiliar words and phrases using context clues
 - Apply knowledge of subject-specific vocabulary to understand content-area texts
 - Identify the narrator's or speaker's point of view in a literary or informational text
 - Explain how the narrator's or speaker's perspective shapes how events are described
 - Support analysis and written responses using evidence from informational texts
 - Use evidence from literary texts to support comprehension, reflection, and interpretation
- Expand vocabulary by using and applying academic and content-specific words and phrases

Speaking and Listening

- Ask and respond to focused questions during class discussions and collaborative conversations
- Contribute relevant ideas during group discussions and build on the ideas of others
- Summarize key points shared during discussions and draw logical conclusions based on group input

Language

- Use surrounding words and context to figure out the meaning of unknown words or phrases
- Acquire and correctly use grade-appropriate academic and domain-specific vocabulary in both writing and speaking

Unit Enduring Understandings:

Students will know...

- the meaning of general academic and domain specific words or phrases in a text
- how to identify and compare the text structure of multiple texts
- how to analyze several accounts of the same topic with a focus on comparing and contrasting the point of view each text represents
- how to write an opinion and support it with reasons
- denotative and figurative meanings of words and phrases in context
- different kinds of narrative point of view in a text and how the different points of view affect how a story is told
- communication is the ability to persuade an audience for a purpose while also receiving information and ideas

Unit Essential Questions:

- How does understanding informational text features help a reader better understand its meaning (e.g., captions, headings, bold print)?
- How does understanding the structure and characteristics of a text impact the reader's comprehension?
- What impact does an understanding organization have on the writer's ability to convey a message?
- What is audience etiquette?
- How does understanding the structure and characteristics of a text impact the reader's comprehension?
- What impact does an understanding organization have on the writer's ability to convey a message?
- What is audience etiquette?
- How do readers construct meaning from text in fictional works?
- How does using word attack skills in decoding support comprehension?
- How do metaphors and similes help a reader determine the meaning of words and phrases as they are used in a text?
- What are the components of speculative writing?
- How does organization and the development of complete thoughts effectively communicate the writer's ideas and facilitate understanding?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

OCEAN ACADEMY CHARTER SCHOOL Elementary Framework

Evidence of Student Learning

Formative Assessments

Used throughout instruction to check understanding and guide next steps:

- Teacher Observations & Anecdotal Notes
- Class Discussions & Activities
- Think-Pair-Share / Turn-and-Talk
- Do-Nows & Exit Slips
- Journal Writing
- Writing Workshop
- Reading Response Entries
- Graphic Organizers
- Learning / Response Logs
- Open-Ended Questions (Short & Extended)
- Quizzes & Practice Tests
- Fluency Checks (DRA-3 & Progress Monitoring)
- Running Records
- Tiered Questioning
- Student Self-Assessments
- Teacher / Peer / Student Conferences
- iReady Skill Lessons
- Literature Circles
- Literary Projects
- Response to Literature Journals
- Timed Reading/Writing Tasks
- Projects
- Standards-Based Rubrics
- Performance-Based Checklists

- Portfolio Collections
 - Questionnaires
 - Homework
-

Summative Assessments

Evaluate mastery at the end of a unit or major learning period:

- Unit Tests and Final Projects
 - iReady Lesson Assessments
 - Reading A-Z Activities
 - Portfolio Writing Pieces
 - District Benchmarks or Interim Assessments
 - State Standardized Assessments
-

Benchmark Assessments

Measure progress over time and help guide instruction:

- iReady Diagnostic Assessment
 - LinkIt Assessments
 - Writing Benchmarks
 - End-of-Unit Assessments
 - State Assessments
-

Alternative Assessments

Support individualized learning needs:

- Modified Assignments
 - Oral Assessments
 - RTI: Flex Group Support
 - Directions Read Aloud
 - Differentiated or Tiered Instruction
 - Follow all IEP/504 Plan Accommodations (e.g., extended time)
-

Performance Tasks

Demonstrate application of skills in authentic contexts:

- Written Responses
- Narrative Writing Pieces (e.g., Memoirs)
- Reading Notebook Entries
- Graphic Organizers
- Class Discussions

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
- Provide small group instruction for reading and writing
- Use visuals and graphic organizers
- Pre-teach vocabulary with pictures or movement
- Read aloud daily
- Use choral reading, songs, and chants
- Allow extended time for tasks and tests
- Accept oral or dictated responses
- Use large print, Braille, audiobooks, or digital texts
- Provide peer tutoring or classroom buddies
- Offer preferential seating
- Gradually increase reading length as skills grow
- Use assistive tools (scribes, communication devices)

Students with 504 Plans

- Follow all 504 Plan accommodations
- Provide extended time and small group instruction
- Accept oral or dictated responses
- Use large print, Braille, audiobooks, or digital formats
- Offer assistive technology (e.g., scribes or communication supports)

Students at Risk of School Failure

- Use visuals and real-world examples
- Pre-teach and review key vocabulary
- Provide structured small group instruction
- Read aloud daily

- Use songs, chants, and choral reading to build fluency
 - Assign peer tutors or buddies
 - Offer extra time and scaffolded tasks
 - Provide preferential seating for focus and access
-

Gifted and Talented

- Provide open-ended and critical thinking questions
 - Use leveled texts and advanced reading options
 - Encourage independent projects and discovery learning
 - Group students by interest or ability
 - Use learning menus, contracts, or extension tasks
 - Incorporate Bloom's Taxonomy (analyze, evaluate, create)
 - Include simulations, puzzles, and real-world problem solving
 - Use flexible grouping and offer enrichment for individuals or the whole group
 - Provide opportunities for reflection and student-led discussion
-

Multilingual Learners (MLs)

- Pre-teach vocabulary using visuals and gestures
 - Label classroom items to build language connections
 - Use guided reading and writing in small groups
 - Provide audiobooks and recorded texts
 - Allow extended time and oral or dictated responses
 - Use physical movement or drawing to reinforce vocabulary
 - Collaborate with ESL and language specialists
-

Diversity and Inclusion

- Include family voice in learning
- Incorporate students' cultural traditions and identities
- Offer alternative formats or assignments when needed
- Use closed captioning and visuals to support understanding
- Provide outlines or roadmaps for complex material
- Display academic word walls
- Allow sufficient wait time before calling on students
- Speak clearly and avoid idioms or slang
- Collaborate with support staff (e.g., ESL, special education)
- Encourage native language development at home while building English at school

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- Maintain predictable routines in a safe, respectful learning environment

Supplemental Resources

Grade 5 Curriculum Map

Instructional Materials

- Writing Fundamentals
- Schoolwide
- Reading Fundamentals: Short Shared Text Collection
- Problem Based Learning Units
- Read Write Think
- Novel Studies:
 - *Where the Mountain Meets the Moon* (mandatory by Grace Lin)
 - *Half A Moon Inn* by Paul Fleischman
 - *The Lion, the Witch and Wardrobe* by C.S. Lewis
 - *Number the Stars* by Lois Lowry
- Magnetic Reading
 - Finding Freedom pgs. 295-298
 - A Woman Called Moses/Letter to Harriet Tubman pg. 311-316
 - From Toilet to Tap: A New Way to Save Water & After the Flush pg. 214-220
 - Rescuing the Reefs/The Race to Save Florida's Coral Reefs pgs 432-439

Supplemental Resources

- Storyworks
- Reading A to Z Website
- Read Works
- Flocabulary
- Funbrain
- BrainPop and BrainPop Jr.

Intervention Materials

- iReady - Teachers Toolbox Leveled Materials
- Reading A to Z Website
- Graphic Organizers
- High Noon Readers

Teacher Notes

OCEAN ACADEMY CHARTER SCHOOL Trimester 3
Content Area: English Language Arts
Unit Title: Trimester 3
Target Course/Grade Level: Grade 5
Introduction/Unit Focus: In this unit, students will deepen their understanding of fiction and informational texts by exploring how authors convey ideas through words and visuals, and by synthesizing information from multiple sources. Through a focused novel study, students will build stamina and comprehension while analyzing literature in greater depth. In writing, students will engage in informative/explanatory writing, specifically crafting biographies that highlight the lives and contributions of influential individuals. <u>Reading Skills: Exploring Fiction and Informational Texts</u> Fifth-grade students will read and analyze a wide range of texts, with an emphasis on understanding how ideas, themes, and information are presented in both literary and informational formats. They will develop skills to evaluate content, make comparisons, and interpret visual features. Compare and Contrast Texts and Ideas: Students will identify similarities and differences across texts, characters, settings, or events, considering how these comparisons support deeper comprehension. Analyze Visual Elements in Texts: Students will learn how authors and illustrators use visual features—such as photographs, charts, timelines, maps, and diagrams—to enhance meaning and clarify complex ideas. Integrate Information from Multiple Sources: Students will gather and combine facts and ideas from different texts on the same topic to build a fuller understanding and support research or writing. Participate in Novel Study: Through a focused novel study, students will analyze literary elements such as theme, character development, and plot structure, while building fluency, vocabulary, and critical thinking skills. <u>Writing Skills: Informative/Explanatory Writing-Biography</u> In writing, students will focus on informative and explanatory writing, with an emphasis on writing biographies. They will research and organize information about real people, paying attention to how to present a life story clearly and meaningfully.

Research and Organize Information: Students will use print and digital sources to gather facts about an individual's life, achievements, and contributions, noting key events and details.

Plan and Structure a Biography: Writing will include an introduction, body paragraphs organized chronologically or thematically, and a conclusion that reflects on the subject's impact or legacy.

Use Domain-Specific Vocabulary and Factual Details: Students will incorporate precise language and evidence to clearly explain the importance of their subject's life.

Develop Informative Writing with Clarity and Focus: Students will learn to present facts in a logical order, using linking words and phrases to connect ideas and support overall coherence.

Revise and Edit for Accuracy and Effectiveness: Students will revise for content clarity and organization, and edit to improve grammar, spelling, and punctuation.

Publish Final Drafts for an Audience: Final biographies will be written neatly or typed and shared with peers, teachers, or other audiences to celebrate students' research and writing efforts.

Disciplinary Concepts for the Unit

Standard 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.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

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.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>
Grade 5 ELA Standards with Practices

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Content Standards: New Jersey Student Learning Standards for Reading Language Arts
READING DOMAIN
(CR) Close Reading of Text: By the end of grade 12, 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.
RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.
RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.
Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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).
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.
(CT) Comparison of Texts:

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By the end of grade 12, 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.
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.
LANGUAGE DOMAIN
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
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.
LANGUAGE DOMAIN
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
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.
WRITING DOMAIN
(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.

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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.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
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.
(WR) Writing Research: By the end of grade 12, 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.
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.
(SE) Sources of Evidence: By the end of grade 12, 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.
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.
(RW) Range of Writing: By the end of grade 12, 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.
W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, 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.

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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.
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
(PI) Present Information: By the end of grade 12, 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.
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. ; speak clearly at an understandable pace.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LANGUAGE DOMAIN
(KL) Knowledge of Language: By the end of grade 12, 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.
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,

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dramas, or poems.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, 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.
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.
New Jersey Student Learning Standards: Interdisciplinary Connections <u>New Jersey Student Learning Standards</u>
Science • 5-PS1-1 Develop a model to describe that matter is made of particles too small to be seen. • 5-PS1-2 Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. • 5-PS1-3 Make observations and measurements to identify materials based on their properties. • 5-PS1-4 Conduct an investigation to determine whether the mixing of two or more substances results in new substances • 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. • 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. 5-ESS1-1 Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth. 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. • 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. • 5-ESS2-1 Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. • 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.
Social Studies • 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.

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- 6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsCM.6: Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation
- 6.1.5.GeoPP.3: Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
- 6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions. • 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.
- 6.1.5.HistoryCA.1: Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

New Jersey Student Learning Standards: [Career Readiness, Life Literacies, and Key Skills](#)

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
There is a broader economic system that influences your financial goals.	9.1.5.EG.3: Explain the impact of the economic system on one's personal financial goals. 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy
Not all financial information is accurate or truthful.	9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.	9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences. 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money,"

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	experiences over things, donating to causes, anticipation, etc.)
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Computing devices may be connected to other devices to form a system as a way to extend their capabilities.	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
Programs can be broken down into smaller parts to facilitate their design, implementation, and review. Programs can also be created by incorporating smaller portions of programs that already exist.	8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development. 8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.
Individuals develop programs using an iterative process involving design, implementation, testing, and review.	8.1.5.AP.6: Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.
Information needs a physical or wireless path to travel to be sent and received.	8.1.5.NI.1: Develop models that successfully transmit and receive information using both wired and wireless methods.
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	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. Climate Change Example: Students may compare and contrast texts about models that describe the effect that climate change has on ecosystems. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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	Climate Change Example: Students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change. 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. 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. Climate Change Example: Students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading

- Identify the author's main points and explain how they are supported by reasons or evidence

- Combine information from two or more texts to build understanding of a topic or solve a problem
- Use context clues to determine the meaning of unfamiliar words or phrases
- Analyze how visual elements such as images, diagrams, or graphs contribute to the meaning or tone of a text
- Use evidence from literary texts to support analysis and reflection
- Locate relevant information efficiently using a variety of sources
- Build and apply knowledge of academic and subject-specific vocabulary in reading and discussion

Speaking and Listening

- View and interpret visual media to explain how images and graphics enhance understanding of the text
- Use visual presentations to support comprehension and engage in discussions about key ideas

Language

- Determine word meanings using context clues from surrounding text
- Apply newly learned academic and domain-specific vocabulary accurately in both speaking and writing

Unit Enduring Understandings:

Students will know...

- Reading strategies (skimming, scanning), print text features (subheads, footnotes), and digital text features to synthesize information from multiple texts.
- How to identify an author's points and supporting evidence, but also explain how the evidence supports particular points, which requires them to judge and evaluate the text.
- The importance of integrating information from multiple texts and reflecting on background knowledge as students work toward gaining an understanding of a subject.
- How visual and multimedia elements work with the text, and, in some cases, provide information beyond the text to create meaning and tone.
- How to compare, contrast, and reflect on the treatment of similar themes and topics in traditional literature from different cultures.
- How to compare, contrast, and reflect on plot structures and patterns of events that commonly occur in traditional literature.

Unit Essential Questions:

- How does visual information such as charts, graphs, diagrams, and time lines help you understand what you are reading?
- What is the purpose of supporting reasons with evidence?

- Why is it helpful to use information from more than one source?
- What does a literary analysis piece do?
- How does understanding informational text features help a reader better understand its meaning (e.g., captions, headings, bold print)?
- How does understanding the structure and characteristics of a text impact the reader's comprehension?
- What impact does an understanding organization have on the writer's ability to convey a message?
- What is audience etiquette?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - iReady

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.

- Student book bins should include books on independent reading level and at least one choice book.
- Classroom Library
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.
- OR**
- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
 - Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
 - Share- Students share work with their peers offering comments, noticings and/or suggestions.

OCEAN ACADEMY CHARTER SCHOOL Elementary Framework

Evidence of Student Learning

Formative Assessments

Used throughout instruction to check understanding and guide next steps:

- Teacher Observations & Anecdotal Notes
- Class Discussions & Activities
- Think-Pair-Share / Turn-and-Talk
- Do-Nows & Exit Slips
- Journal Writing
- Writing Workshop
- Reading Response Entries
- Graphic Organizers
- Learning / Response Logs
- Open-Ended Questions (Short & Extended)
- Quizzes & Practice Tests
- Fluency Checks (DRA-3 & Progress Monitoring)
- Running Records
- Tiered Questioning
- Student Self-Assessments
- Teacher / Peer / Student Conferences
- iReady Skill Lessons
- Literature Circles
- Literary Projects
- Response to Literature Journals
- Timed Reading/Writing Tasks
- Projects
- Standards-Based Rubrics
- Performance-Based Checklists
- Portfolio Collections
- Questionnaires
- Homework

Summative Assessments

Evaluate mastery at the end of a unit or major learning period:

- Unit Tests and Final Projects
- iReady Lesson Assessments
- Reading A-Z Activities
- Portfolio Writing Pieces
- District Benchmarks or Interim Assessments

- State Standardized Assessments
-

Benchmark Assessments

Measure progress over time and help guide instruction:

- iReady Diagnostic Assessment
 - LinkIt Assessments
 - Writing Benchmarks
 - End-of-Unit Assessments
 - State Assessments
-

Alternative Assessments

Support individualized learning needs:

- Modified Assignments
 - Oral Assessments
 - RTI: Flex Group Support
 - Directions Read Aloud
 - Differentiated or Tiered Instruction
 - Follow all IEP/504 Plan Accommodations (e.g., extended time)
-

Performance Tasks

Demonstrate application of skills in authentic contexts:

- Written Responses
- Narrative Writing Pieces (e.g., Memoirs)
- Reading Notebook Entries
- Graphic Organizers
- Class Discussions

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
- Provide small group instruction for reading and writing

- Use visuals and graphic organizers
 - Pre-teach vocabulary with pictures or movement
 - Read aloud daily
 - Use choral reading, songs, and chants
 - Allow extended time for tasks and tests
 - Accept oral or dictated responses
 - Use large print, Braille, audiobooks, or digital texts
 - Provide peer tutoring or classroom buddies
 - Offer preferential seating
 - Gradually increase reading length as skills grow
 - Use assistive tools (scribes, communication devices)
-

Students with 504 Plans

- Follow all 504 Plan accommodations
 - Provide extended time and small group instruction
 - Accept oral or dictated responses
 - Use large print, Braille, audiobooks, or digital formats
 - Offer assistive technology (e.g., scribes or communication supports)
-

Students at Risk of School Failure

- Use visuals and real-world examples
 - Pre-teach and review key vocabulary
 - Provide structured small group instruction
 - Read aloud daily
 - Use songs, chants, and choral reading to build fluency
 - Assign peer tutors or buddies
 - Offer extra time and scaffolded tasks
 - Provide preferential seating for focus and access
-

Gifted and Talented

- Provide open-ended and critical thinking questions
- Use leveled texts and advanced reading options
- Encourage independent projects and discovery learning
- Group students by interest or ability
- Use learning menus, contracts, or extension tasks
- Incorporate Bloom's Taxonomy (analyze, evaluate, create)
- Include simulations, puzzles, and real-world problem solving

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- Use flexible grouping and offer enrichment for individuals or the whole group
- Provide opportunities for reflection and student-led discussion

Multilingual Learners (MLs)

- Pre-teach vocabulary using visuals and gestures
- Label classroom items to build language connections
- Use guided reading and writing in small groups
- Provide audiobooks and recorded texts
- Allow extended time and oral or dictated responses
- Use physical movement or drawing to reinforce vocabulary
- Collaborate with ESL and language specialists

Diversity and Inclusion

- Include family voice in learning
- Incorporate students' cultural traditions and identities
- Offer alternative formats or assignments when needed
- Use closed captioning and visuals to support understanding
- Provide outlines or roadmaps for complex material
- Display academic word walls
- Allow sufficient wait time before calling on students
- Speak clearly and avoid idioms or slang
- Collaborate with support staff (e.g., ESL, special education)
- Encourage native language development at home while building English at school
- Maintain predictable routines in a safe, respectful learning environment

Supplemental Resources

Grade 5 Curriculum Map

Instructional Materials

- Writing Fundamentals
- Schoolwide
 - *Talkin' About Bessie: The Story of Aviator Elizabeth Coleman* by Nikki Grimes
 - *Ladies First: Women Athletes Who Made a Difference* by Ken Rappoport
 - *Salt in His Shoes* Deloris Jordan and Roslyn Jordan
 - *Alvin Ailey* by Andrea Davis Pinkney
 - *Celia Cruz, Queen of Salsa* by Veronica Chambers
- Reading Fundamentals: Short Shared Text Collection
- Problem Based Learning Units

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- Read Write Think website (<https://www.readwritethink.org>)
- Novel Studies:
 - *Where the Mountain Meets the Moon* (mandatory) by Grace Lin
 - *Half A Moon Inn* by Paul Fleischman
 - *The Lion, the Witch and Wardrobe* by C.S. Lewis
 - *Number the Stars* by Lois Lowry
- Magnetic Reading
 - *A Promise of Freedom/Closer to Freedom* pgs. 338-334
 - *from Song for a Whale, Part 3* pgs. 359-362
 - *From Here to There* pgs. 364-379
 - *How Do You Say It?* pgs. 380-397

Supplemental Resources

- Storyworks
- Reading A to Z Website
- Read Works
- Flocabulary
- Funbrain
- BrainPop and BrainPop Jr.

Intervention Materials

- iReady - Teachers Toolbox Leveled Materials
- Reading A to Z Website
- Graphic Organizers
- High Noon Readers

Teacher Notes