LMS ELA 5 Unit 2

Content Area: Course(s): ELA

Time Period: Length:

MP2

Status:

Published

Unit Overview

Reading Genre Focus: Informational

Theme: Change

Anchor Text: Informational Articles

"Adaptation"
"Humanity will find ways to adapt to climate change"

Writing Genre Focus: Informative/Explanatory

Pacing Guide: Unit 2

Pre-assessment: Unit 2

Benchmark: Unit 2

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.WF.5.2 Demonstrate command of the conventions of writing, including those listed under grade

four foundational skills.

ELA.L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or

listening.

ELA.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. |
|---------------|---|
| ELA.L.VI.5.3 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.RI.CI.5.2 | Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. |
| ELA.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). |
| ELA.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. |
| ELA.RI.TS.5.4 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| ELA.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). |
| ELA.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. |
| ELA.W.IW.5.2 | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.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. |
| ELA.SL.II.5.2 | Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| ELA.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. |

Weekly Structure

| Day One | | Day Two | | Day Three | | Day Four | | С |
|----------------------------|-------------------|----------------------------|-------------------|----------------------------|-------------------|--|-------------------|--|
| Reading | Reading Focus | | Reading Focus | | Reading Focus | | Writing Focus | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activ |
| Do Now | 10 minutes | Do Now | 10 minutes | Do Now | 10 minutes | Do Now | 10 minutes | Do N |
| Reading Mini-Lesson | 15 minutes | Reading Mini-Lesson | 15 minutes | Reading Mini-Lesson | 15 minutes | Writing Mini-Lesson | 15 minutes | Writi Mini-Le |
| Small Group Instruction | 45 minutes | Small Group Instruction | 45 minutes | Small Group Instruction | 45 minutes | Small Group Instruction/ Individual Conferences | 45 minutes | Small C Instruc Individ Confere |
| Closure | 10 minutes | Closure | 10 minutes | Closure | 10 minutes | Closure | 10 minutes | Clos |

^{*}Note: If a week is shortened, adjust this schedule to keep the 3:2 ratio (3 days of reading focus and 2 days of writing focu

Rationale

This unit delves into the theme of Change. The recommended texts for this unit include various informational articles from district approved sources. Students will engage in reading, writing, and discussions exploring the causes and impacts of changes at global and personal levels. By the conclusion of the unit, students will demonstrate their understanding of the theme of change by synthesizing examples from both fiction and non-fiction texts. They will be able to articulate their thoughts, incorporate the ideas of others, and compare and contrast elements across different texts. Additionally, students will produce clear and coherent writing pieces tailored to specific tasks, purposes, and audiences.

Mastery will be evaluated through a benchmark assessment focusing on students' ability to analyze and compare the overall structure of informational texts and interpret multiple perspectives on the same event, considering differing author viewpoints. Furthermore, this unit will assess students' proficiency in informative/explanatory writing, emphasizing their ability to explore topics thoroughly and effectively convey ideas and information.

Enduring Understandings

Overarching Understanding

Accepting change is important for personal growth and for communities to progress, helping people and groups adapt and improve over time.

| Content Specific | Skills Specific |
|---|---|
| How we interact with others can greatly affect our lives. People can either accept or resist change, which affects how they think about themselves and others. Change can bring both good and bad results. Accepting change means understanding others and showing empathy, which helps communities work together and stay strong. | Good readers learn about characters, places, or events by comparing and contrasting details from different stories, helping them understand how acceptance affects change. Skilled writers use descriptive words to create strong feelings and pictures in readers' minds, making themes like acceptance easier to understand and relate to. Effective writers organize their writing well by starting and ending their stories clearly and using smooth transitions, which helps them explain complicated ideas about acceptance and change. |

Essential Questions

Overarching Understanding

Why is change necessary in life and society?

Is change always beneficial? How does change contribute to growth?

| Content Specific | Skills Specific |
|---|--|
| How do relationships with others influence personal growth and change? What factors or events can lead to significant changes in individuals or communities? What are the positive and negative effects of change on individuals and society? | How can comparing and contrasting elements of a text help us better understand the themes of acceptance and change? How do effective writers use descriptive language and engaging details to maintain their audience's interest? How do writers use organizational techniques such as introductions, transitions, and conclusions to ensure clarity and coherence in their writing about acceptance and change? |

Newsela paired texts:

- Adaptation
- Humanity will find ways to adapt to climate change



(this symbol indicates text that can be used for climate change instruction)

Informational Texts from district-approved resources

Fountas and Pinnell Interactive Read Aloud (IRA) Books:

- Giant Squid
- King of the Sky
- Rikki-Tikki-Tavi
- Malala/Iqbal
- Cod's Tale
- Salt
- Birds
- Titanic
- White Water

Supplementary Resources

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

| Mo nth | W ee ks | Standar ds | Suggeste d Learnin g Targets | Mini-Lesson Skills | Suggeste d Activities | Resources | Assessment |
|------------|---------------|----------------------|--|-----------------------|------------------------------|-----------|-------------------|
| Nov emb | 3-4 | SL.PE.5.1. Engage | SWBAT demonstrat | Reading Mini- | • <u>Inst</u> <u>ruct</u> | | • LinkIt! pre- |

| er | effectively | e their | lessons: | iona | | assessme |
|----|----------------------|-------------|---------------|------------------------|--------------------------|-------------|
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| | of | of | Informati | Wor | $\overline{	ext{TDQ}}$ | reading |
| | collaborati | informatio | onal | ksh | (Text- | • Informati |
| | ve | nal reading | Reading | <u>op</u> | Dependen | ve/Explan |
| | discussions | by taking a | Pre- | Mo | t | atory |
| | (one-on- | pre- | assessme | del | Question) | writing |
| | one, in | assessment | nt | Sug | Template | pre- |
| | groups, | | • What is a | gest | • Citing | assessme |
| | and | | Text | ed | Textual | nt |
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| | grade 5 | the | • Review & | <u>оир</u> <u>S</u> | 8 | |
| | topics and | characteris | rank | <u>5</u> | <u>o</u> Informati | |
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| | ideas and | question. | sentence | | | |
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| | expressing their own | | Writing Mini- | | <u>Rubric</u> | |
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| and audiences. SL.PE.5.1. Engage effectively in a range of collaborati ve 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. RL.CR.5.1 Quote accurately from a literary text when explaining what the text says explicitly and make relevant connection s when drawing inferences from the text. | SWBAT identify the different | Reading Mini- lessons: • Review & Rank Explanati ons in TDQs • Teacher model answering a TDQ using R.A.C.E. • Compare/ Contrast author's approach to two informati onal texts on same topic Writing Mini- lessons: • Character istics of Informati ve/Explan atory exemplar essay • Review brainstor m process from exemplar essay | • Inst ruct iona l Wor ksh op Mo del Sug gest ed Acti vitie s/Gr oup s | • Article 1 - Adaptatio n • Article 2 - Humanity will find ways to adapt to climate change • The "E" in R.A.C.E Micro Progressi on (Superma n Example) • The "E" in R.A.C.E Micro Progressi on (Central Idea Example) • Informati ve/Explan atory Exemplar | • Suggested Formative Reading Assessme nts |
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| RI.CR.5.1 analyze the Quote brainstorm accurately ing process from an informatio nal text e/explanat when explaining what the | |
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| | | information clearly. 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. | | | | | |
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| Dec emb er | 1-2 | SL.II.5.2. Summarize a written text read aloud or informatio n presented in diverse media and formats (e.g., visually, quantitativ ely, and orally). RL.CI.5.2. Determine the theme of a | SWBAT identify the central idea of an informatio nal text. SWBAT recognize how key details support the central idea. SWBAT summarize the text by distilling | Reading Minilessons: • Identify central idea of a text • Support central idea with key details • Summariz e text, including the central idea and key details Writing Mini- | • Inst ruct iona l Wor ksh op Mo del Sug gest ed Acti vitie s/Gr oup s | Research Simulatio n Graphic Organizer Article 1 - Adaptatio n Article 2 - Humanity will find ways to adapt to climate change | • Suggested Formative Reading Assessme nts |

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| literary | the main | lessons: | | |
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| poetry) | a concise | Research | | |
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| W.WP.5.4 | | | |
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| 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. | | | | | |
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| L.KL.5.1. Use knowledge of language and its convention s when writing, speaking, reading, or listening. L.VL.5.2. Determine or clarify the meaning of unknown and multiple- meaning academic and domain- specific words and | SWBAT determine the meaning of unknown words by using context clues. SWBAT identify at least three informatio nal text structures in various texts. SWBAT determine the text structure of a text by recognizin | Reading Minilessons: • Types of context clues found in informati onal texts • Types of informati onal text structures • Signal words that show text structure Writing Minilessons • Synthesiz e similaritie s and difference s in two articles | • Inst ruct iona l Wor ksh op Mo del Sug gest ed Acti vitie s/Gr oup s | Research Simulatio n Graphic Organizer Article 1 - Adaptatio n Article 2 - Humanity will find ways to adapt to climate change | • Suggested Formative Reading Assessme nts |

| phrases | g signal | Model | | |
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| based on | words. | body | | |
| grade 5 | | paragraph | | |
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| RI.TS.5.4. | 1 | | | |
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| | 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. 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 | | | | | |
|-----|--|--|-----------------------------------|-----------------------------|--|--|
| | two) for a | | | | | |
| 3-4 | L.KL.5.1. Use knowledge of | SWBAT clarify the meaning of multiple- | Reading Minilessons: • Multiple- | • Inst ruct iona 1 | • Research Simulatio n Graphic Organizer | • Suggested Formative Reading Assessme |

| language | meaning | meaning | Wor | • Article 1 - | <u>nts</u> |
|--------------------------|-------------------------|------------------------|---------------------------|---------------------------------|------------|
| and its convention | words found in a | words (ie. rise, | <u>ksh</u> op | <u>Adaptatio</u> n | |
| s when | text. | generatio | <u>Mo</u> | • <u>Article 2 -</u> | |
| writing, | | n) | <u>del</u> | Humanity | |
| speaking, | | • Comparin | <u>Sug</u> | will find | |
| reading, or | SWBAT | g and | gest | ways to | |
| listening. | compare | contrastin | ed A ati | adapt to | |
| | and | g two texts | Acti vitie | <u>climate</u> <u>change</u> | |
| | contrast | • Relations | $\frac{\sqrt{16e}}{s/Gr}$ | <u>change</u> | |
| RL.IT.5.3. | two | hips | <u>oup</u> | | |
| Analyze | scientific | within a | <u>s</u> | | |
| the impact of two or | texts on a similar | text (ie. | | | |
| more | topic. | cause & | | | |
| individuals | topie. | effect) | | | |
| and events | | Writing Mini- | | | |
| throughout | SWBAT | lessons: | | | |
| the course | explain | | | | |
| of a text, comparing | how | • Elaborati | | | |
| and | different | on technique | | | |
| contrasting | events, | s in | | | |
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| characters, | or interact | writing | | | |
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| drama, | | on such | | | |
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| specific | SWBAT | examples, | | | |
| textual evidence | construct | details, | | | |
| (e.g., how | their body | dates, and quotes) | | | |
| characters | paragraphs | • Transition | | | |
| interact). | by using informatio | s for | | | |
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| | elaboration | onal | | | |
| RI.IT.5.3. | techniques. | writing | | | |
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| W.IW.5.2. | |
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| e/explanat | |
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| ory texts to | |
| examine a | |
| topic and | |
| convey | |
| ideas and | |
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| n clearly. | |
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| W.WP.5.4 | |
| With | |
| guidance | |
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| and | |
| support | |
| from peers | |
| and adults, | |
| develop | |
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| and | |
| strengthen | |
| writing as | |
| needed by | |
| planning, | |
| planning, | |
| revising, | |
| editing, | |

| rewriting, | | | | | |
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| or trying a | | | | | |
| new approach. | | | | | |
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| W.RW.5.7 | | | | | |
| Write routinely | | | | | |
| over | | | | | |
| extended time | | | | | |
| frames | | | | | |
| (time for | | | | | |
| research and | | | | | |
| revision) | | | | | |
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| frames (a | | | | | |
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| sitting or a day or | | | | | |
| two) for a | | | | | |
| range of | | | | | |
| tasks, purposes, | | | | | |
| and | | | | | |
| audiences. | | | | | |
| L.KL.5.1. | SWBAT | Reading Mini-lessons: | | | |
| Use knowledge | identify and | icssoiis. | • <u>Inst</u> | | |
| of | explain the | • Figurative | ruct iona | • Research | |
| language and its | meaning of at least two | Language (personifi | <u>1</u> | <u>Simulatio</u> n Graphic | |
| convention | types of | cation | Wor ksh | <u>Organizer</u> | |
| s when | figurative | and hyperbole | <u>ksii</u> <u>op</u> | • Article 1 - | • Suggested |
| writing, speaking, | language in texts. |) | <u>Mo</u> | Adaptatio n | Formative P. 1: |
| reading, or | | • Comparin | <u>del</u> Sug | • <u>Article 2 -</u> | Reading Assessme |
| listening. | | g and contrastin | <u>gest</u> | <u>Humanity</u> will find | nts |
| | SWBAT | g | <u>ed</u> <u>Acti</u> | ways to | |
| L.VI.5.3. | compare and | structures of two | vitie | adapt to | |
| Demonstra | contrast | texts | <u>s/Gr</u> | <u>climate</u> change | |
| te | the structure | • Author's | <u>oup</u> <u>s</u> | | |
| understand ing of | of two | purpose | <u> </u> | | |
| figurative | texts | Writing Mini- | | | |

| language, word relationshi ps, and nuances in word meanings. SWBAT identify RI.TS.5.4. Compare and contrast the overall structure (c.g., chronology, problem/so lution) of cvents, ideas, concepts, or information in in two or more texts. RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, sideas, reader. | | I | | | |
|--|--|------------|-----------|--|--|
| word relationshi ps, and nuances in word meanings. SWBAT identify RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, cause/effect, comparison, cause/effect, cause/effect, comparison, cause/effect, comparison, cause/effect, comparison, cause/effect, comparison, cause/effect, comparison, cause/effect, ca | language, | discussing | lessons: | | |
| relationshi ps, and unances in word meanings. SWBAT identify RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology purpose for writing ta text. structure (e.g., chronology the ideas, concepts, or informatio n in two or more texts. or more texts. or more texts. Paplain how an author uses reasons and evidence to support particular points in a | | | | | |
| ps, and nuances in word meanings. SWBAT identify R.I.TS.5.4. Compare and contrast the overall structure (c.g., chronology, cause/effect, problem/so lution) of events, ideas, concepts, or information in two or more texts. R.I.A.5.7. Explain how an author uses reasons and evidence to support particular points in a | | and | Deliberat | | |
| nuances in word meanings. SWBAT identify the Compare and contrast the overall structure (e.g., chronology , revise their essay by adding word problem/so lution) of events, ideas, concepts, or informatio n in two or more texts. SWBAT revise their essay by adding word word problem/so lution) of events, ideas, concepts, or informatio n in two or more texts. SWBAT revise their essay by adding word word word word word word word word | | | e word | | |
| word meanings. SWBAT identify the author's purpose and contrast the overall structure (e.g., chronology, cause/effect, problem/so lution) of events, ideas, concepts, or information in two or more texts. ORAMBAT identify the author's purpose purpose for writing a text. SWBAT revise their essay by adding word choices that have an effect on their reader. ORAMBAT revise their essay by varying their reader. | | | | | |
| meanings. SWBAT identify RI.TS.5.4. the author's purpose for writing a text. SWBAT for writing a text. SWBAT revise their essay by adding word choices that have an effect on their reader. SWBAT revise their essay by adding word choices that have an effect on their reader. SWBAT revise their essay by adding word choices that have an effect on their reader. SWBAT revise their essay by varying RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a | | • | | | |
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| problem/so lution) of events, ideas, concepts, or informatio n in two or more texts. RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a | | | | | |
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| more texts. revise their essay by varying RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a | n in two or | SWRAT | | | |
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| W.WP.5.4 | | | |
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| With | | | |
| guidance | | | |
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| support | | | |
| from peers | | | |
| and adults, | | | |
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| develop | | | |
| and | | | |
| strengthen | | | |
| writing as | | | |
| needed by | | | |
| planning, | | | |
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| revising, | | | |
| editing, | | | |
| rewriting, | | | |
| or trying a | | | |
| new | | | |
| approach. | | | |
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| W.RW.5.7 | | | |
| Write | | | |
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| routinely | | | |
| over | | | |
| extended | | | |
| time | | | |
| frames | | | |
| (time for | | | |
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| research | | | |
| and | | | |
| revision) | | | |
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| | | and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | | | |
|------|-----|--|--|---|--|---|--|
| Janu | 1-2 | 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). W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey ideas and informatio n clearly. W.WP.5.4 With guidance | SWBAT explain how an author uses reasons and evidence to support their claim in a text. SWBAT evaluate the strength of an author's evidence by how well the evidence supports their main points. SWBAT compose an engaging hook for their essay. | Reading Minilessons: • Identifyin g an author's claim and their supportin g points • Evaluatin g the strength of an author's evidence Writing Minilessons: • Engaging hooks for essay writing • Model introduction paragraph | • Inst ruct iona 1 Wor ksh op Mo del Sug gest ed Acti vitie s/Gr oup s | Research Simulatio n Graphic Organizer Article 1 - Adaptatio n Article 2 - Humanity will find ways to adapt to climate change | • Suggested Formative Reading Assessme nts |

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| and adults, | paragraph | | |
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| writing as | | | |
| needed by | | | |
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| revising, | | | |
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| rewriting, | | | |
| or trying a | | | |
| new | | | |
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| W.WR.5.5. | | | |
| Establish a | | | |
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| idea about | | | |
| a topic, | | | |
| investigati | | | |
| on, issue | | | |
| or event | | | |
| and use | | | |
| several | | | |
| sources to | | | |
| support the | | | |
| proposed | | | |
| central | | | |
| idea. | | | |
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| W.RW.5.7 | | | |
| Write | | | |
| routinely | | | |
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| extended | | | |
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| sitting or a day or two) for a range of tasks, purposes, and audiences. L.VL.5.2. Determine or clarify the meaning of unknown and multiplemeaning academic and domain-specific words and phrases based on grade 5 reading | SWBAT identify the meaning of an unknown word by using affixes and roots as clues. SWBAT construct a short answer | Reading Minilessons: • Affixes and roots (ie. prefix, suffix, roots within the anchor texts) • Revisit | • Inst ruct iona 1 Wor | • Research Simulatio n Graphic Organizer | |
|--|--|--|--|---|--|
| and content, choosing flexibly from a range of strategies. RL.CR.5.1 . Quote accurately from a literary text when explaining what the text says explicitly and make relevant connection s when | response to a TDQ by using the R.A.C.E. model. SWBAT compose an engaging conclusion paragraph for their essay. SWBAT construct a conclusion paragraph for their essay. | answering TDQs using R.A.C.E. model and two anchor texts Writing Mini- lessons: • Engaging ways to conclude an essay • Model conclusio n paragraph | ksh op Mo del Sug gest ed Acti vitie s/Gr oup s | Article 1 - Adaptation Article 2 - Humanity will find ways to adapt to climate change | • Suggested Formative Reading Assessme nts |

| inferences from the text. RLCR.5.1. Quote accurately from an informatio nal text when explaining what the text says explicitly and make relevant connection s when drawing inferences from the text. W.I.W.5.2. Write informative e/explanat ory texts to examine a topic and convey ideas and information clearly. W.W.P.5.4 With guidance and support from peers and adults, develop and strengthen | | | |
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| from the text. RLCR.5.1. Quote accurately from an informatio nal text when explaining what the text says explicitly and make relevant connection s when drawing inferences from the text. W.IW.5.2. Write informative explanat ory texts to examine a topic and convey ideas and information or clearly. W.WP.5.4 With guidance and support from peers and adults, develop and | inferences | | |
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| needed by | | |
| planning, | | |
| revising, | | |
| 10 Vising, | | |
| editing, | | |
| rewriting, | | |
| or trying a | | |
| | | |
| new | | |
| approach. | | |
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| W.RW.5.7 | | |
| Write | | |
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| routinely | | |
| over | | |
| extended | | |
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| time | | |
| frames | | |
| (time for | | |
| research | | |
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| and | | |
| revision) | | |
| and shorter | | |
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| time | | |
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| single | | |
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| day or | | |
| two) for a | | |
| two) for a | | |
| range of | | |
| tasks, | | |
| | | |
| purposes, | | |
| and | | |
| audiences. | | |
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| SL.PI.5.4. | | |
| Report on | | |
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| a topic or | | |
| text or | | |
| present an | | |
| | | |
| opinion, | | |
| sequencing | | |
| ideas | | |
| | | |
| logically | | |
| and using | | |
| appropriate | | |
| foots and | | |
| facts and | | |
| relevant, | | |
| descriptive | | |
| 1 | | |
| | | |

| details to support main ideas or themes; speak clearly at an understand able pace. | | | | |
|--|--|--|--|---|
| L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals. | Reading benchmar k MP 2 Writing benchmar k MP 2 End of MP reflection Creating SMART goals | • End of MP Reflectio n • Informati ve/Explan atory Writing Rubric | • LinkIt! Benchmar k MP 2 • End of MP Reflectio n |

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| RI.CR.5.1 | | | |
| Quote | | | |
| accurately | | | |
| from an | | | |
| informatio | | | |
| nal text | | | |
| when | | | |
| explaining | | | |
| what the | | | |
| text says | | | |
| explicitly | | | |
| and make | | | |
| relevant | | | |
| connection | | | |
| s when | | | |
| drawing | | | |
| inferences | | | |
| from the | | | |
| text. | | | |
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| | | | |
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| RI.CI.5.2. | | | |
| Determine | | | |
| the central | | | |
| idea of an | | | |
| informatio | | | |
| nal text | | | |
| and | | | |
| explain | | | |
| how it is | | | |
| supported | | | |
| by key | | | |
| details; | | | |
| summarize | | | |
| the text. | | | |
| | | | |
| | | | |
| DI IT 5 2 | | | |
| RI.IT.5.3. | | | |
| Analyze | | | |
| the impact of two or | | | |
| I I | | | |
| more | | | |
| individuals | | | |
| and events | | | |
| throughout | | | |
| the course | | | |
| of a text, | | | |
| explaining | | | |

| | the | | |
|-------|--------------|--|--|
| | relationshi | | |
| - | ps or | | |
| | interaction | | |
| | s between | | |
| | two or | | |
| | more | | |
| | individuals | | |
| | , events, | | |
| | ideas, or | | |
| | concepts in | | |
| | a | | |
| | historical, | | |
| | scientific, | | |
| | or | | |
| | technical | | |
| | text based | | |
| | on specific | | |
| | evidence | | |
| : | in the text. | | |
| | | | |
| | | | |
| | D. T. T | | |
| | RI.TS.5.4. | | |
| | Compare | | |
| 1 1 1 | and | | |
| | contrast | | |
| | the overall | | |
| | structure | | |
| | (e.g., | | |
| | chronology | | |
| | , | | |
| | compariso | | |
| : | n, | | |
| 1 1 1 | cause/effec | | |
| | t, | | |
| | problem/so | | |
| | lution) of | | |
| | events, | | |
| | ideas, | | |
| | concepts, | | |
| | or | | |
| | informatio | | |
| | n in two or | | |
| | more texts. | | |
| | | | |
| | | | |
| | RI.AA.5.7. | | |
| | Explain | | |
| : | how an | | |
| | author uses | | |
| | aumor uses | | |

| reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). RLCT.5.8. Compare and contrast the authors' approaches across two or more informatio nal texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informative e/explanat ory texts to examine a topic and convey ideas and information clearly. | | | |
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| cvidence to support particular points in a text, identifying which reasons and evidence support which point(s). RI.CT.5.8. Compare and contrast the authors' approaches across two or more informatio nal texts within the same genre or about texts on the same or similar topies. W.IW.5.2. Write informativ e/explanat ory texts to examine a tory texts to | reasons | | |
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| particular points in a text, identifying which reasons and evidence support which point(s). RI.CT.5.8. Compare and contrast the authors' approaches across two or more informatio nal texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informative e'explanat ory texts to examine a topic and convey ideas and informatio | | | |
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| Compare and contrast the authors' approaches across two or more informatio nal texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey idcas and informatio | point(s). | | |
| Compare and contrast the authors' approaches across two or more informatio nal texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey idcas and informatio | | | |
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| Compare and contrast the authors' approaches across two or more informatio nal texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey idcas and informatio | RI.CT.5.8. | | |
| and contrast the authors' approaches across two or more informatio nal texts within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey ideas and informatio | | | |
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| within the same genre or about texts on the same or similar topics. W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey ideas and informatio | | | |
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| or about texts on the same or similar topics. W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey ideas and informatio | 1 1 | | |
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| W.IW.5.2. Write informativ e/explanat ory texts to examine a topic and convey ideas and informatio | | | |
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| examine a topic and convey ideas and informatio | ory texts to | | |
| topic and convey ideas and informatio | evamine a | | |
| ideas and informatio | | | |
| ideas and informatio | | | |
| informatio | ideas and | | |
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| n clearly. | | | |
| | n clearly. | | |
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| ion/se correc and revisi | ded s for rch, tion, cognit elf- etion, on) norter s (a g or a r for a of eline- ic ses, | | | |
|--|---|--|--|--|
| (one-one, i group and teached) we divers | transfer their understand ing of the unit's standards by completing an end of s, marking period project. SWBAT review the unit's | Enrichment & Intervention Week (based on BM 2 data): • Enrichme nt project • Interventi on groups | | |

| ideas and expressing their own clearly. | by participatin g in a teacher-led small group. | | |
|--|--|--|--|
| 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 | | | |
| L.VI.5.3. Demonstra te understand ing of figurative language, word relationshi ps, and nuances in word meanings. | | | |

| RI.CR.5.1 | | |
|-------------|--|--|
| Quote | | |
| accurately | | |
| from an | | |
| informatio | | |
| | | |
| nal text | | |
| when | | |
| explaining | | |
| what the | | |
| text says | | |
| explicitly | | |
| and make | | |
| relevant | | |
| connection | | |
| | | |
| s when | | |
| drawing | | |
| inferences | | |
| from the | | |
| text. | | |
| | | |
| | | |
| | | |
| RI.CI.5.2. | | |
| Determine | | |
| the central | | |
| | | |
| idea of an | | |
| informatio | | |
| nal text | | |
| and | | |
| explain | | |
| how it is | | |
| supported | | |
| by key | | |
| details; | | |
| summarize | | |
| | | |
| the text. | | |
| | | |
| | | |
| DI IT 5 2 | | |
| RI.IT.5.3. | | |
| Analyze | | |
| the impact | | |
| of two or | | |
| more | | |
| individuals | | |
| and events | | |
| throughout | | |
| | | |
| the course | | |
| of a text, | | |
| explaining | | |
| the | | |
| relationshi | | |
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| os or |
|---------------|
| nteraction |
| |
| s between |
| wo or |
| nore |
| ndividuals |
| |
| events, |
| deas, or |
| concepts in |
| ı |
| nistorical, |
| scientific, |
| |
| or |
| echnical |
| ext based |
| on specific |
| evidence |
| n the text. |
| ii tiic text. |
| |
| |
| |
| RI.TS.5.4. |
| Compare |
| and |
| contrast |
| |
| he overall |
| structure |
| e.g., |
| chronology |
| |
| |
| compariso |
| 1, |
| cause/effec |
| , |
| problem/so |
| ution) of |
| |
| events, |
| deas, |
| concepts, |
| or |
| nformatio |
| |
| n in two or |
| more texts. |
| |
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| |
| RI.AA.5.7. |
| Explain |
| ZAPIGIII |
| now an |
| uthor uses |
| reasons |
| and |
| |

| evidence | |
|-----------------|--|
| to support | |
| to support | |
| particular | |
| points in a | |
| text, | |
| identifying | |
| which | |
| | |
| reasons | |
| and | |
| evidence | |
| support | |
| which | |
| | |
| point(s). | |
| | |
| | |
| | |
| RI.CT.5.8. | |
| Compare | |
| | |
| and | |
| contrast | |
| the | |
| authors' | |
| approaches | |
| | |
| across two | |
| or more | |
| informatio | |
| nal texts | |
| within the | |
| | |
| same genre | |
| or about | |
| texts on | |
| the same | |
| or similar | |
| | |
| topics. | |
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| | |
| W.IW.5.2. | |
| Write | |
| informativ | |
| | |
| e/explanat | |
| ory texts to | |
| examine a | |
| topic and | |
| convey | |
| ideas and | |
| ideas and | |
| informatio | |
| n clearly. | |
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| W.RW.5.7 | |
| YY .IX YY .J. / | |
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| Write |
|--------------|
| routinely |
| over |
| extended |
| time |
| frames |
| (time for |
| research, |
| reflection, |
| metacognit |
| ion/self- |
| correction, |
| and |
| revision) |
| and shorter |
| time |
| frames (a |
| single |
| sitting or a |
| day or |
| two) for a |
| range of |
| discipline- |
| specific |
| tasks, |
| purposes, |
| and |
| audiences. |
| |

Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
|--|---|
| | Expand vocabulary with domain-specific words and |
| Acquire and use grade-appropriate vocabulary. | phrases. |
| Command of standard English grammar and usage. | Apply grammar rules in informative/explanatory writing. |
| Determine meaning of words/phrases in texts. | Determine and clarify meaning of domain-specific vocabulary in informational texts. |
| Understand figurative language, word relationships, | Apply understanding of word relationships and |
| nuances. | nuances to analyze informational texts. |
| Describe characters, settings, events using details. | Quote accurately from informational texts and draw |
| | inferences. |
| Compare/contrast stories in the same genre. | Explain relationships/interactions between |
| | individuals, events, ideas, or concepts in |
| | informational texts. |
| | Integrate information from multiple texts on the same |

topic.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
|------------------|---|
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team |

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

members. They plan and facilitate effective team meetings.

| SOC.6.1.5.CivicsPD.3 | Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. |
|----------------------|---|
| SCI.5-PS1-3 | Make observations and measurements to identify materials based on their properties. |
| SOC.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.

SCI.5-ESS2-1

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