LMS ELA 5 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Literature

Theme: Friendship

Anchor Text: Tight by Torrey Maldonado

Writing Genre Focus: Opinion

Pacing Guide: Unit 3

Pre-assessment: Unit 3

Benchmark: Unit 3

Targeted ELA Standards

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

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.
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.
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.
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.
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.
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).
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.UM.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Weekly Structure

Day One		Day Two		Day Three		Day Four		D
Reading Focus		Reading Focus		Reading Focus		Writing Focus		W
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 G Instruc Indivi Confer
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 Friendship. Through exploration of various texts such as the novel "Tight" by Torrey Maldonado and other district approved sources, students will delve into the complexities of friendships and their impact on personal growth and relationships. 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 friendship 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 assessed through a benchmark focusing on students' capacity to analyze and compare the dynamics. Additionally, this unit will assess students' proficiency in writing opinion pieces, emphasizing their ability to delve deeply into friendship themes and effectively communicate their understanding and insights.

Enduring Understandings

Overarching Understanding

Friendship is very important in how people grow and feel they belong in groups.

Content Specific	Skills Specific

• Friendships can really change how people feel and act, affecting their choices and how they see the world. • Friendships are about being loyal, trusting each other, understanding others' feelings, and sharing experiences. These things help people connect deeply and become stronger when facing challenges.	• Good readers look at how characters interact in stories to understand why they do things and how friendships work. • Good writers use words and conversations to show real friendships in their stories, making readers feel the emotions and relationships. • Good speakers talk thoughtfully about the different sides of friendship, listening well and showing care for others' feelings and ideas. • These ideas will help students explore friendship through stories and other writings, improving their reading, writing, and how they connect with others.

Essential Questions

Overarching Understanding

Why is friendship so important in our lives, and how does it contribute to our sense of belonging?

Content Specific	Skills Specific
• What makes a friendship strong, and how do friendships impact our personal growth and well-being? • How do different characters in stories navigate the challenges and joys of friendship, and what can we learn from their experiences?	• How can we analyze the actions and dialogue of characters to understand the dynamics of their friendships? • What techniques do writers use to effectively portray authentic friendships in their stories? • How can meaningful discussions about friendship deepen our understanding of others and improve our relationships?

Key Resources

Novel:

- Tight by Torrey Maldonado

ML Novel (WIDA Levels 1 & 2):

- El Deafo (graphic novel) by Cece Bell

Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mir
February	**1-2**	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. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.	• SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment. • SWBAT summarize the text in their own words. • SWBAT recognize and explain the meaning of common idioms, adages, and proverbs. • SWBAT interpret figurative language, including similes and metaphors, by understanding their meaning in context. • SWBAT analyze the argumentative essay rubric.	• Rea • Sun • Rec idio prov • Inte lang met • Rev essa

		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. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.	• SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment. • SWBAT identify the characteristics of an argumentative essay. • SWBAT analyze the argumentative essay exemplar by using the rubric. • SWBAT compare and contrast how different characters or events affect the story. • SWBAT analyze how two or more individuals and events impact a story by comparing and contrasting characters, settings, or events using specific evidence.	• Wri • Cha argu • Rev exer • Con diff affe • Ana inte thos stor
	3-4	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. L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. SL.PE.5.1. Engage effectively in a range of	• SWBAT identify the point of view of a story. • SWBAT 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. • SWBAT use the relationship between words, such as synonyms, antonyms, and homographs, to understand their meanings more clearly. • SWBAT formulate a clear claim for their literary essay. • SWBAT determine a method of brainstorming their	Reading M • Ider a st pers • Eva pers read stor • Und rela anto Writing M • For • Way writ

		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.	literary essay.	
		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. 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). 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. 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'	• SWBAT 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. • SWBAT use context clues, like cause/effect relationships and comparisons, to figure out the meaning of a word or phrase. • SWBAT use Greek and Latin roots and affixes to help me understand the meaning of unfamiliar words. • SWBAT introduce a topic or text clearly, state an opinion. • SWBAT create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Reading Mi • Ana poir desc • Loo get Gre affi • Loo get clue Writing Mi • Intr and • Org and

		ideas and expressing their own clearly.		
March	**1-2**	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). W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. 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. SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. SL.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'	• SWBAT identify and describe visual elements in a text. • SWBAT evaluate how multimedia enhances or changes the tone of a text. • SWBAT analyze how visual and multimedia elements add to the meaning, tone, or beauty of a literary text. • SWBAT select data and evidence from a text by evaluating if the evidence matches their claim. • SWBAT provide reasons that are logically ordered and supported by facts and details, including direct quotes when appropriate.	Reading Mi • Iden elen • Eva elen enha mea • Hov elen tone Writing Mi • Eva rele • Quo evid

		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 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. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. 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.	• SWBAT quote accurately from a literary text to explain what it says explicitly. • SWBAT quote accurately from a literary text to explain what it says implicitly. • SWBAT use relevant connections to support inferences. • SWBAT provide reasons that are logically ordered and supported by facts and details, including direct quotes when appropriate. • SWBAT provide an explanation of how their textual evidence supports their claim.	Reading M • Iden part • Exp quo • Mak the t with Writing M • Quo evid • Exp evid clai

		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. W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented.	• SWBAT determine the theme of a literary text. • SWBAT determine the theme of a literary text and explain how key details support it • SWBAT use linking words, phrases, and clauses to connect my opinion and reasons. • SWBAT write a conclusion that reinforces my opinion and brings my writing to a strong close.	Reading Mi • Det liter • Exp supp Writing Mi • Usi phra effe • Sum of th prov call opir
	3-4	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. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. 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. 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.	• SWBAT determine the meaning of unknown words by utilizing reference materials for clarification. • SWBAT approach writing as a process, incorporating self-evaluation, revision, and editing to strengthen their work. • SWBAT use feedback from peers and adults, as well as digital or print tools (e.g., dictionary, thesaurus, spell checker), to evaluate whether their writing achieves its intended goal and revise accordingly.	Reading Mi • Util for • Spir Writing Mi • Edit • Edit

April	**1**	SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	• 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 3 by creating SMART goals.	• Rea • Wri • End • Crea

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Using context clues to understand vocabulary. Locating evidence within texts. Producing clear, coherent writing with appropriate development and organization.	Interpreting similes, metaphors, and other figures of speech. Comparing/contrasting characters, settings, or events. Writing opinion pieces with clear reasons and evidence.

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.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
PFL.9.1.8.B.5	Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

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".

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.
6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
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.
6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.