LMS ELA 5 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Reading Genre Focus: Informational

Theme: Conflict

Anchor Text: Informational Articles

Writing Genre Focus: Informative/Explanatory (Research)

Pacing Guide: Unit 4

Pre-assessment: Unit 4

Benchmark: Unit 4

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.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.
RI.TS.5.4	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.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.
W.IW.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
W.RW.5.7	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.PI.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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

The theme of this unit centers on Conflict. The recommended text for this unit includes excerpts from informational texts from district approved sources. Through both fiction and nonfiction examples exploring the theme of conflict, students will investigate common topics that give rise to discord. By the conclusion of this unit, students will recognize conflict as a universal and enduring aspect of human experience, often serving as a catalyst for change. They will draw connections and parallels among the various texts studied throughout the unit.

Mastery of this unit will be demonstrated through a culminating project where students select a topic, conduct research, and collaborate with classmates, as well as, assessing students' proficiency in crafting a research essay supported by reasons and evidence from credible sources.. This project encourages students to synthesize information with their peers. Mastery will also be assessed through a benchmark assessment administered during the school year. This assessment will evaluate students' ability to integrate information from multiple texts on the same topic.

Enduring Understandings

Overarching Understanding

People develop systems to manage conflict and create order.

Content Specific	Skills Specific

• Conflict resolution strategies such as aggression, compromise, cooperation, and change are employed to address conflicts effectively. • Conflicts often arise from differing beliefs, needs, or perspectives, causing tension and presenting challenges in relationships and societies.	• Skillful writers organize their ideas systematically and elaborate on them using details, examples, quotes, facts, and expert opinions. • Proficient readers identify the central idea in multiple texts to uncover common themes and synthesize information from various sources. • Effective readers analyze an author's word choice and writing techniques to discern similarities and differences in points of view across texts.

Essential Questions

Overarching Understanding

Is conflict always negative, or can it lead to positive outcomes?

Content Specific	Skills Specific
• What are the causes of conflict? • How do differences in beliefs, values, and perspectives contribute to conflicts, and what are their effects on relationships and societies? • How do conflicts get resolved? • What strategies and approaches are used to address and resolve conflicts effectively?	• How can students use examples from multiple texts to support their written or oral responses? • How do proficient writers utilize evidence and reasoning to examine and present different perspectives? • In what ways can effective communicators participate in respectful discussions and collaborative problem-solving constructively?

Key Resources

Newsela text:

- The woman whose words inflamed the American Revolution

Informational texts from district-approved resources.

Fountas and Pinnell Interactive Read Aloud (IRA) Books:

- Malala the Brave
- Martin and Mahalia
- Silent Star
- The Butterfly
- 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

Month	Weeks	Standards	Suggested Learning Targets	
April	1-2	RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. RI.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.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea. W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.	SWBAT demonstrate their knowledge of reading a nonfiction text by taking a pre-assessment. SWBAT identify the main point an author is making in an informational text. SWBAT identify and explain the main ideas and supporting details explicitly stated in a text. SWBAT establish a clear and concise central idea related to a specific topic, issue, or event. SWBAT gather and use information from multiple sources to support a central idea. SWBAT identify and use digital tools on the Pearson practice test platform. SWBAT navigate between two texts to	Reading Min • Read • Ident infor • Ident ideas in the Writing Min • estab centr topic • use n infor supp Test Prep: • Revi

			compare and integrate information.	test • Pract texts
		W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and 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. 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 informational writing by taking a pre-assessment. SWBAT rubric to understand what a strong informational essay looks like. SWBAT different types of test questions, like drag-and-drop and inline responses. SWBAT recognize different kinds of test questions and understand how much they are worth. SWBAT understand and use important words they will see on NJSLA.	• Writi • Revi essay Test Prep: • Pract and i • Revi point Blue • Revi
	3-4	RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation. RI.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). 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 phra W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.WP.5.4. With guidance and support	SWBAT identify and compare the main ideas in two informational texts on the same topic. SWBAT explain how details in a text support the main point the author is making. SWBAT use clues in the text to figure out what unfamiliar words mean. SWBAT consider their audience and purpose when planning and drafting a piece of writing. SWBAT locate and select relevant information from both print and digital credible sources.	Reading Mi • Iden infor topic • Artic back Language M • Use mean phras Writing Mi • Cons Purp who being • Find infor and p

		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.		
		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. L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. 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.	SWBAT interpret information presented visually, such as in charts, graphs, and diagrams. SWBAT explain how visuals contribute to their understanding of the accompanying text. SWBAT interpret and explain the meaning of common idioms, adages, and proverbs. SWBAT summarize or paraphrase information from sources using their own words. SWBAT introduce a topic clearly and provide a focused purpose for their writing.	Reading Mir • Inter (char • Expla visua Language M • Unde mean adage Writing Mir • summ infor own • intro clear
May	1-2	RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text. RI.CT.5.8. Compare and contrast the	SWBAT analyze how two or more individuals or events influence the overall meaning or development of the text. SWBAT explain the relationships between individuals, events, or ideas using textual evidence to support their explanations.	Reading Mir • Anal indiv • Expla indiv using • Make

		authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics. 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. 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. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 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.	SWBAT make logical inferences by connecting ideas in the text to their background knowledge or personal experiences. SWBAT use common Greek and Latin roots and affixes to determine the meaning of unfamiliar words. SWBAT organize information clearly and logically using headings, illustrations, and formatting to aid understanding. SWBAT develop a topic by including facts, definitions, examples, and relevant details.	ideas them exper Language M • Ident Gree mean Writing Mir • organ logic illust • devel defin
		RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation. RI.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. RI.CR.5.1. Quote accurately from an	SWBAT compare the writing styles of two authors, identifying similarities and differences in tone and structure. SWBAT evaluate how effectively each author communicates their ideas and supports their purpose. SWBAT quote information from a text accurately to support their analysis and explanations. SWBAT identify relationships between words such as synonyms, antonyms, and	Reading Mir • Com style differ • Anal autho infor • Accu a text Language M

		informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text. L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Recognize and explain the meaning of common idioms, adages, and proverbs. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.	homographs to deepen vocabulary understanding. SWBAT connect ideas clearly using appropriate transitions and linking words or phrases. SWBAT use precise and subject-specific vocabulary to convey information effectively SWBAT write a strong concluding statement that reinforces the central idea of the text.	• Make by re as sy homo Writing Mir • link i trans • use p speci • write summ prese
	3-4	RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. RI.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. 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. B. Use common, grade-appropriate	SWBAT identify and explain different text structures such as chronology, comparison, cause/effect, and problem/solution. SWBAT compare and contrast the text structures used in two texts and support their analysis with examples. SWBAT explain how an author's use of structure shapes the meaning and clarity of the text. SWBAT use common Greek and Latin roots and affixes to determine the meaning of unfamiliar words. SWBAT use specialized language suitable for the intended audience and purpose.	Reading Mir • Und struc comp probl • Com struc speci • Expl text i unde Language M • Ident Latin mean

		Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SWBAT expand and combine sentences to improve clarity, coherence, and writing style.	Writing Mi • Use Incor for th • Sente comb and s
		RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. 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. W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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	SWBAT summarize a text clearly by including the central idea and key supporting details. SWBAT use dictionaries, glossaries, and online tools to find the meanings and pronunciations of unfamiliar words. SWBAT document sources accurately using a consistent format when conducting research.	Reading Mi • Crea the e incor key d Language M • Utiliz refer defin key v Writing Mi • accu their

		similarities and differences among ideas presented; and provide a list of sources.		
June	1-2	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. 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 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.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout school year.	• Read • Writi • End • End

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding basic vocabulary and context clues. Identifying key vocabulary in a text. Recognizing figurative language and its effects. Identifying main ideas and details in a text. Recognizing characters, settings, and major events in	Analyzing how specific word choices shape meaning or tone. Determining the meaning of academic and domain-specific words and phrases in context. Interpreting figurative language, word relationships, and nuances in word meanings. Citing textual evidence to support analysis of what

a story. Making simple connections between texts. Writing simple paragraphs that include a topic sentence and supporting details. Gathering information from provided sources.	the text says explicitly and inferences drawn from the text. Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably. Writing informative/explanatory texts to examine a topic and convey ideas and information clearly. Conducting short research projects that use several sources to build knowledge through investigation of different aspects of a 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.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.
PFL.9.1.8.A.4	Relate earning power to quality of life across cultures.
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.

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".

6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with

	others who have different perspectives.
6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.