

# LMS ELA 5 Unit 4

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

## Unit Overview

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**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

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

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

## Weekly Structure

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Day One		Day Two		Day Three		Day Four		Day Five
Reading Focus		Reading Focus		Reading Focus		Writing Focus		Writing Focus
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writing Mini-Lesson
Small Group Instruction	45 minutes	Small Group Instruction	45 minutes	Small Group Instruction	45 minutes	Small Group Instruction/ Individual Conferences	45 minutes	Small Group Instruction/ Individual Conferences
Closure	10 minutes	Closure	10 minutes	Closure	10 minutes	Closure	10 minutes	Closure

\*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 focus)

## 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.

<b>Content Specific</b>	<b>Skills Specific</b>
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<ul style="list-style-type: none"> <li>• Conflict resolution strategies such as aggression, compromise, cooperation, and change are employed to address conflicts effectively.</li> <li>• Conflicts often arise from differing beliefs, needs, or perspectives, causing tension and presenting challenges in relationships and societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Skillful writers organize their ideas systematically and elaborate on them using details, examples, quotes, facts, and expert opinions.</li> <li>• Proficient readers identify the central idea in multiple texts to uncover common themes and synthesize information from various sources.</li> <li>• Effective readers analyze an author’s word choice and writing techniques to discern similarities and differences in points of view across texts.</li> </ul>
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**Essential Questions**

**Overarching Understanding**

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

<b>Content Specific</b>	<b>Skills Specific</b>
<ul style="list-style-type: none"> <li>• What are the causes of conflict?</li> <li>• How do differences in beliefs, values, and perspectives contribute to conflicts, and what are their effects on relationships and societies?</li> <li>• How do conflicts get resolved?</li> <li>• What strategies and approaches are used to address and resolve conflicts effectively?</li> </ul>	<ul style="list-style-type: none"> <li>• How can students use examples from multiple texts to support their written or oral responses?</li> <li>• How do proficient writers utilize evidence and reasoning to examine and present different perspectives?</li> <li>• In what ways can effective communicators participate in respectful discussions and collaborative problem-solving constructively?</li> </ul>

**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	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
April	2		<p>SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.</p> <p>SWBAT demonstrate their knowledge</p>	<ul style="list-style-type: none"> <li>• Reading Pre-assessment</li> <li>• Writing Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> <li>• Research essay writing pre-assessment</li> </ul>

			e of research essay writing by taking a pre-assessment.				
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
May	1-2			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
	3-4			Reading Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative</a></li> </ul>

				Writing Mini-lessons:	<a href="#">Workshop Model Suggested Activities/Groups</a>		<a href="#">ve Reading Assessments</a>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
June	1-2		<p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in</p>	<ul style="list-style-type: none"> <li>• Reading benchmark MP 4</li> <li>• Writing benchmark MP 4</li> <li>• End of MP reflection</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">End of MP Reflection</a></li> <li>• <a href="#">Research Essay Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 4</li> <li>• End of MP Reflection</li> </ul>

			reading and writing throughout marking period 4 by creating SMART goals.			
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**Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>Understanding basic vocabulary and context clues.</p> <p>Identifying key vocabulary in a text.</p> <p>Recognizing figurative language and its effects.</p> <p>Identifying main ideas and details in a text.</p> <p>Recognizing characters, settings, and major events in a story.</p> <p>Making simple connections between texts.</p> <p>Writing simple paragraphs that include a topic sentence and supporting details.</p> <p>Gathering information from provided sources.</p>	<p>Analyzing how specific word choices shape meaning or tone.</p> <p>Determining the meaning of academic and domain-specific words and phrases in context.</p> <p>Interpreting figurative language, word relationships, and nuances in word meanings.</p> <p>Citing textual evidence to support analysis of what the text says explicitly and inferences drawn from the text.</p> <p>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).</p> <p>Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Conducting short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>



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**

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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".

SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.