LMS ELA 5 Unit 1 Copied from: 5th Grade, Copied on: 10/30/25

Content Area:

ELA

Course(s): Time Period:

MP1

Length:

Status: Published

Unit Overview

Reading Genre Focus: Literature

Theme: Acceptance

Anchor Text: Fountas & Pinnell Interactive Read Aloud Books

Writing Genre Focus: Narrative

Pacing Guide: Unit 1

Pre-assessment: Unit 1

Benchmark: Unit 1

Targeted ELA Standards

ELA.L.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication

patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar

multisyllabic words in context and out of context.

ELA.L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

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.W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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.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.

Weekly Structure

Day One		Day Two		Day Three		Day Four		С
Reading	g 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 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 through the transformative power of acceptance, utilizing interactive read alouds from Fountas and Pinnell Classroom. Students will explore how acceptance can catalyze significant personal and global changes through reading, writing, and discussions. By the conclusion of the unit, students will proficiently articulate insights into the theme of change, drawing from a diverse array of fiction and non-fiction texts. They will analyze and synthesize elements across texts, crafting purposeful and coherent writing pieces tailored to specific tasks and audiences.

Mastery will be evaluated through a benchmark test assessing students' ability to compare and contrast the structures of fiction and non-fiction texts and analyze multiple perspectives on the same event, considering differing author viewpoints. The unit will further assess students' proficiency in narrative writing, emphasizing their ability to explore topics thoroughly and convey ideas clearly and effectively.

Enduring Understandings

Overarching Understanding

Acceptance is a basic human need that affects how people feel about themselves and how communities work together.

Content Specific Skills Specific • Readers use what they already know and clues in the text to figure out words they • Fear can make it hard to accept others, which don't know, which helps them understand can stop people from growing and getting stories better. along in society. • Stories in the same type or style have things in common, which helps readers see what • Not everyone finds complete acceptance, makes them special and tells them apart from showing that it changes based on personal other stories. feelings and gets better or worse. • Stories tell events in order, switch between • Wanting to be accepted by friends can make ideas, use detailed descriptions, and show people want to connect and prove they are characters talking to keep readers interested part of a group. and make sure they understand important ideas like acceptance.

Essential Questions

Overarching Understanding

Why do people need acceptance so much, and what makes them keep looking for it?

Content Specific	Skills Specific
 What makes people decide to accept others, and how does this show up in their lives and in groups? How do people feel good about themselves, and what makes this hard to do sometimes? Is it possible for everyone to feel completely accepted? In what ways can books and stories help or make it harder for people to feel accepted by others? What makes it tough for people to accept themselves or each other because of how they feel, act, or where they come from? 	 How do people who read stories use what they know and what the story says to get what new words and phrases mean? How do stories that are like each other have the same things, and what makes them so easy to tell apart? How do people who write stories use good ways to tell the story to keep it fun and clear?

Key Resources

Fountas and Pinnell Interactive Read Aloud (IRA) Books:

- My Man Blue
- Mrs.Katz and Tush
- Desmond and the Very Mean Word
- This is the Rope
- The Treasure Box
- The Composition
- Richard Wright and the Library Card
- Smoky Nights
- Crane Girl

Supplementary Resources

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Skills, Content, Activity, Assessment

Mont h	We eks	Standard s	Sugges ted Learni ng Target s	Mini-Lesson Skills	Suggested Activities	Resources	Assessment
Septe mber	1-2	SL.PE.5.1. Engage effectively in a range of collaborativ e 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 demonst rate 5th grade policies and procedur es. SWBAT identify the norms of a group or partners hip. SWBAT demonst rate the procedur es and expectati ons of a student-centered activity. SWBAT demonst rate their knowled	 Getting to Know You Classroom Procedures & Expectation s (relationshi p building, Instructiona l Workshop Model, group work, turn & talk procedures, etc.) Reading Preassessment 			• LinkIt! pre-assess ment - readin g

	ge of reading by taking a pre-assessme nt.			
L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. SL.PE.5.1. Engage effectively in a range of collaborative ediscussions (one-onone, in groups, and teacher-ledwith diversipartners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. W.NW.5.3 Write narratives to develop read or imagined experiences or events	SWBAT demonst rate 5th grade policies and procedur es. SWBAT identify the character istics of a good reader. SWBAT demonst rate their knowled ge of narrative writing by taking a preassessment.	• Getting to Know You • Classroom Procedures & Expectation s (fake vs. real reading, choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Preassessment	• Grad es 5- 8 Narr ative Holi stic Writ ing Rubr ic	• Narrati ve writing pre- assess ment

	using effective technique, descriptive details, and clear event sequences.				
	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.				
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	SWBAT determine the meaning of unknown words by using context clues. SWBAT to determine the meaning of unknown words	Reading Minilessons: • Types of context clues (definition/explanation, synonyms, antonyms, inferences, and punctuation) • Looking inside the word • Figurative Language (simile &	• Instructi onal Worksh op Model Suggest ed Activitie s/Group s	• Sugges ted Format ive Readin g Assess ments

range of	by	metaphor)		
strategies.	looking	_ ,		
	for word			
	parts			
	within	Writing Mini-		
L.RF.5.3	the	lessons:		
Know and	word.			
apply	word.	Brainstormi		
grade-level		ng		
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word	SWBAT	and setting)		
analysis	identify	Brainstormi		
skills in	and	ng (plot		
decoding	explain	events)		
and	at least	e vents)		
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(e.g., roots	character			
and affixes)	, setting,			
to read	and plot			
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c words in	narrative			
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L.VI.5.3				
Demonstrat				
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meanings.				
W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
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.				
RL.CR.5.1 Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections	SWBAT locate literal and inferenti al textual evidence in a fiction text.	Reading Minilessons: • Explicit content (locating literal evidence) • Making inferences • Locating inferential	• Instructional Workshop Model Suggested Activities/Groups	 literal vs. inferen tial sort Sugges ted Format ive Readin g Assess

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	inferences	SWBAT	Writing Mini-		
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	W.WP.5.4				
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	guidance				
	and support				
	from peers				
	and adults,				
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		develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
Octob er	1-2	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 information al text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text says explicitly and make relevant connections when drawing inferences from the text.	SWBAT cite textual evidence to support their claim. SWBAT identify the effective ness of dialogue in a narrative text. SWBAT revise their writing by adding appropriate punctuat ion to their dialogue.	Reading Minilessons: • R.A.C.E. (what is it?) • Citing textual evidence (directly quoting) • Citing textual evidence (paraphrasing) Writing Minilessons: • Effective Dialogue • Punctuating dialogue	• Instructional Workshop Model Suggested Activities/Groups	• Sugges ted Format ive Readin g Assess ments

W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
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.				
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	SWBAT summari ze fiction and nonfiction texts using a graphic organize r.	Reading Minilessons:	• Instructional Workshop Model Suggested Activities/Group s	• Sugges ted Format ive Readin g Assess ments

the text.	revise	 Narrative 		
	their	transitions		
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RI.CI.5.2		details		
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3-4	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 information al text and explain how it is supported by key details; summarize the text. W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	SWBAT identify the theme in a fictional text. SWBAT analyze how key details in a fictional text develop the theme. SWBAT identify the central idea in an informat ional text. SWBAT construct a strong conclusi on that incorpor ates the theme of their story.	Reading Mini- lessons: • Identifying theme • How key details support theme • Identifying central idea Writing Mini- lessons: • Writing strong conclusions (incorporati ng theme in conclusion) • Finish/conti nue the story	• Instructional Workshop Model Suggested Activities/Groups	• Sugges ted Format ive Readin g Assess ments

from and a devel streng writin neede plann revisi editin rewrition or try new appro	to a narrative story that logically follows gthen ag as events describe ing, ng, ting, ing a to a narrative story that logically follows from the events describe d.			
impact two or individual and exthrough the color of a to compand contrativo or charal setting event story dramal drawing specific textual evides (e.g., charal interations).	analyze how character s influenc e plot events. asting asting asting or more cters, gs, or s in a spects or a, character s in a or fic al noce how attention text. SWBAT analyze how swarp and events in a fiction text. SWBAT analyze how	Reading Minilessons: How characters influence the plot Compare/c ontrast characters, setting, or events How characters change Writing Minilessons: Write an original story (a spin off) Change the POV	• Instructi onal Worksh op Model Suggest ed Activitie s/Group s	• Sugges ted Format ive Readin g Assess ments

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or technical	SWBAT		
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		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 tasks, purposes, and audiences				
Nove	1-2	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.	swbat to demonst rate their knowled ge of a fictional text by taking a benchma rk assessme nt.	 Reading benchmark MP 1 Writing benchmark MP 1 End of MP reflection Creating SMART goals 	• End of MP Refl ectio n • Grad es 5-8 Narr ative Holi stic Writ ing Rubr ic	 LinkIt! Bench mark MP 1 End of MP Reflect ion

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.	in reading and writing througho ut marking period 1 by creating SMART goals.		
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).			
L.VL.5.2 Determine or clarify the meaning			

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	W.NW.5.3
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	technique,
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	clear event

sequences.				
W.RW.5.7 Write routinely over extended time frames (time for research, reflection, metacogniti on/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.				
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.	SWBAT transfer their understa nding of the unit's standard s by completi ng an end of marking period project. SWBAT review the unit's	Enrichment & Intervention Week (based on BM1 data): • Enrichment project • Interventio n groups		

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Spiraling for Mastery

Content or Skill for this	Unit Spiral Focus from Previous Unit
	Clarify the meaning of unknown and multiplemeaning words and phrases.
Analyzing Themes	Demonstrate understanding of figurative language,
Using Textual Evidence	word relationships, and nuances in word meanings.
Understanding Character Developmen	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences.
Narrative Writing	
Critical Thinking and Discussion	Determine a theme of a story, drama, or poem from details in the text
Comparing and Contrasting	Write narratives to develop real or imagined
Understanding Figurative Language	experiences or events using effective technique, descriptive details, and clear event sequences.
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

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.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals,

and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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".

SOC.K-12.3 Seeking Diverse Perspectives

SOC.K-12.4 Developing Claims and Using Evidence

MATH.K-12.4 Model with mathematics

HE.K-2.2.1.2.EH.4 Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

VPA.1.3.P.D.4 Demonstrate a growing ability to represent experiences, thoughts, and ideas through a

variety of age-appropriate materials and visual art media using memory, observation, and

imagination.