# 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

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

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| | 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. |
| 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. |
| 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. |

## Weekly Structure

| Day One | | Day Two | | Day Three | | Day Four | | D |
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| 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 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 |
| --- | --- |
| • Fear can make it hard to accept others, which can stop people from growing and getting along in society.<br>• Not everyone finds complete acceptance, showing that it changes based on personal feelings and gets better or worse.<br>• Wanting to be accepted by friends can make people want to connect and prove they are part of a group. | • Readers use what they already know and clues in the text to figure out words they don’t know, which helps them understand stories better.<br>• Stories in the same type or style have things in common, which helps readers see what makes them special and tells them apart from other stories.<br>• Stories tell events in order, switch between ideas, use detailed descriptions, and show characters talking to keep readers interested 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 |
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| • What makes people decide to accept others, and how does this show up in their lives and in groups?<br>• How do people feel good about themselves, and what makes this hard to do sometimes?<br>• Is it possible for everyone to feel completely accepted?<br>• In what ways can books and stories help or make it harder for people to feel accepted by others?<br>• 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?<br>• How do stories that are like each other have the same things, and what makes them so easy to tell apart?<br>• 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**

| Month | Weeks | Standards | Suggested Learning Targets | Mini-Lesson Skills | Suggested Activities | Resources | Assessment |
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| September | 1-2 | 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 5th grade policies and procedures.<br><br>SWBAT identify the norms of a group or partnership.<br><br>SWBAT demonstrate the procedures and expectations of a student-centered activity.<br><br>SWBAT demonstrate their knowled | • Getting to Know You<br>• Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.)<br>• Reading Pre-assessment | | | • LinkIt! pre-assessment - reading |

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| | | | ge of reading by taking a pre-assessment. | | | | |
| | | L.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.<br><br>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.<br><br>W.NW.5.3 Write narratives to develop real or imagined experiences or events | SWBAT demonstrate 5th grade policies and procedures.<br><br>SWBAT identify the characteristics of a good reader.<br><br>SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment. | • Getting to Know You<br>• Classroom Procedures & Expectations (fake vs. real reading, choosing "just right" books, when to abandon a book, how to "book talk", etc.)<br>• Writing Pre-assessment | | • Grades 5-8 Narrative Holistic Writing Rubric | • Narrative writing pre-assessment |

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| | | using effective technique, descriptive details, and clear event sequences.<br><br>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.<br><br>SWBAT to determine the meaning of unknown words | Reading Mini-lessons:<br>• Types of context clues (definition/ explanation, synonyms, antonyms, inferences, and punctuation)<br>• Looking inside the word<br>• Figurative Language (simile & | • Instructional Workshop Model Suggested Activities/Groups | | • Suggested Formative Reading Assessments |

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| | | range of strategies.<br><br>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.<br><br>L.VI.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word | by looking for word parts within the word.<br><br>SWBAT identify and explain at least two types of figurative language in texts.<br><br>SWBAT organize the character, setting, and plot events to write their narrative story. | metaphor)<br><br>Writing Mini-lessons:<br>• Brainstorming (characters and setting)<br>• Brainstorming (plot events) | | | |

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| | | meanings.<br><br>W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br><br>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 inferential textual evidence in a fiction text. | Reading Mini-lessons:<br>• Explicit content (locating literal evidence)<br>• Making inferences<br>• Locating inferential | • Instructional Workshop Model Suggested Activities/Groups | | • literal vs. inferential sort<br>• Suggested Formative Reading Assess |

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| | | when drawing inferences from the text.<br><br>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.<br><br>W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br><br>W.WP.5.4 With guidance and support from peers and adults, | SWBAT identify characteristics of a narrative exemplar.<br><br>SWBAT construct a engaging hook for their narrative. | evidence<br><br>Writing Mini-lessons:<br><br>• Exemplar vs. non-exemplar<br>• Narrative hooks | | | ments |

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| | | develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | | | | |
| October | 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.<br><br>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. | SWBAT cite textual evidence to support their claim.<br><br>SWBAT identify the effectiveness of dialogue in a narrative text.<br><br>SWBAT revise their writing by adding appropriate punctuation to their dialogue. | Reading Mini-lessons:<br>• R.A.C.E. (what is it?)<br>• Citing textual evidence (directly quoting)<br>• Citing textual evidence (paraphrasing)<br><br>Writing Mini-lessons:<br>• Effective Dialogue<br>• Punctuating dialogue | • Instructional Workshop Model Suggested Activities/Groups | | • Suggested Formative Reading Assessments |

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| | | W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br><br>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 summarize fiction and nonfiction texts using a graphic organizer.<br><br>SWBAT | Reading Mini-lessons:<br>• Summarization exemplars<br>• Summarizing fiction<br>• Summarizing nonfiction<br><br>Writing Mini-lessons | • Instructional Workshop Model Suggested Activities/Groups | | • Suggested Formative Reading Assessments |

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| | | the text.<br><br>RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.<br><br>W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br><br>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 | revise their writing by adding narrative transitions.<br><br>SWBAT revise their writing by incorporating sensory details. | • Narrative transitions<br>• Sensory details | | | |

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| | | new approach. | | | | | |
| | 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.<br><br>RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.<br><br>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.<br><br>SWBAT analyze how key details in a fictional text develop the theme.<br><br>SWBAT identify the central idea in an informational text.<br><br>SWBAT construct a strong conclusion that incorporates the theme of their story.<br><br>SWBAT | Reading Mini-lessons:<br>• Identifying theme<br>• How key details support theme<br>• Identifying central idea<br><br>Writing Mini-lessons:<br>• Writing strong conclusions (incorporating theme in conclusion)<br>• Finish/continue the story | • Instructional Workshop Model Suggested Activities/Groups | | • Suggested Formative Reading Assessments |

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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. | compose an ending to a narrative story that logically follows from the events described. | | | | |
| | | 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).<br><br>RI.IT.5.3 Analyze the impact of two or more | SWBAT analyze how characters influence plot events.<br><br>SWBAT compare and contrast aspects of characters, setting, and events in a fiction text.<br><br>SWBAT analyze how characters change | Reading Mini-lessons:<br>• How characters influence the plot<br>• Compare/contrast characters, setting, or events<br>• How characters change<br><br>Writing Mini-lessons:<br>• Write an original story (a spin off)<br>• Change the POV | • Instructional Workshop Model Suggested Activities/Groups | | • Suggested Formative Reading Assessments |

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| | | 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.<br><br>W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br><br>W.WP.5.4 With guidance and support from peers and adults, develop and strengthen writing as | in a fiction text.<br><br>SWBAT compose an original story based on elements from a fictional text.<br><br>SWBAT construct a narrative story from a different character's point of view. | | | | |

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| | | needed by planning, revising, editing, rewriting, or trying a new approach.<br><br>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 | | | | | |
| November | 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 demonstrate their knowledge of a fictional text by taking a benchmark assessment.<br><br>SWBAT reflect on their learning | • Reading benchmark MP 1<br>• Writing benchmark MP 1<br>• End of MP reflection<br>• Creating SMART goals | | • End of MP Reflection<br>• Grades 5-8 Narrative Holistic Writing Rubric | • LinkIt! Benchmark MP 1<br>• End of MP Reflection |

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| | | 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.<br><br>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).<br><br>L.VL.5.2 Determine or clarify the meaning | in reading and writing throughout marking period 1 by creating SMART goals. | | | | |

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| | | 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.<br><br>L.VI.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event | | | | | |

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| | | sequences.<br><br>W.RW.5.7 Write routinely over extended time frames (time for research, reflection, metacognition/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 understanding of the unit's standards by completing an end of marking period project.<br><br>SWBAT review the unit's | Enrichment & Intervention Week (based on BM1 data):<br>• Enrichment project<br>• Intervention groups | | | |

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| | | 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.<br><br>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).<br><br>L.VL.5.2 Determine or clarify the meaning | standards by participating in a teacher-led small group. | | | | |

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| | | 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.<br><br>L.VI.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br><br>W.NW.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | | |

## Spiraling for Mastery

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

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| 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, |

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| | 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".

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| 3 | Seeking Diverse Perspectives |
| 4 | Developing Claims and Using Evidence |
| 4 | Model with mathematics |
| 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. |