# LMS ELA 5 Unit 4 Copied from: 5th Grade, Copied on: 10/30/25

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".

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. FIA.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. FLA.SL.PF.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**

Day One		Day	Two	Day Three		Day Four		С
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 C Instruc Individ Confere
Closure	10 minutes	Closure	10 minutes	Closure	10 minutes	Closure	10 minutes	Clos

<sup>\*</sup>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
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- 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
<ul> <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> <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

Skills, Content, Activity, Assessment							
Month	W	eeks	Standards		Suggested  Learning Torques		
					Learning Targets		
April	1-2	an ir is su the t RI.C information the t relevante relev	EI.5.2. Determine the central idea of a formational text and explain how it proported by key details; summarize ext.  ER.5.1. Quote accurately from an emational text when explaining what ext says explicitly and make vant connections when drawing rences from the text.  ER.5.5. Establish a central idea at a topic, investigation, issue or at and use several sources to support proposed central idea.  E.5.6. Gather relevant information a multiple valid and reliable print digital sources; summarize or phrase information in notes and hed work, making note of any larities and differences among ideas ented; and provide a list of sources.	readiasses SWF authotext. SWF ideas state SWF centri issue SWF from centr	BAT demonstrate their knowledge of ing a nonfiction text by taking a pressment.  BAT identify the main point an or is making in an informational  BAT identify and explain the main is and supporting details explicitly in a text.  BAT establish a clear and concise ral idea related to a specific topic, is, or event.  BAT gather and use information in multiple sources to support a ral idea.  BAT identify and use digital tools are Pearson practice test platform.  BAT navigate between two texts to	• I • I • I i      Vi i  Writing  • G t  Test Pre	Read Ident Ident Ident Ideas In the Min Ideas Id

		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		Revidessay  Test Prep:      Pract and i      Revide point Blue
	texts, building on others' ideas and expressing their own clearly.	SWBAT understand and use important words they will see on NJSLA.	• Revi
	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.		Reading Mir  • Iden infor.
	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).	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	topic  • Artic back  Language M
3-4	L.VL.5.2. Determine or clarify the meaning of unknown and multiplemeaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	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.	• Use of mean phras Writing Mir • Cons
	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.	SWBAT locate and select relevant information from both print and digital credible sources.	Purpowho being  • Find informand p
	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.  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 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.  RI.IT.5.3. Analyze the impact of two or	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	Reading Mir  Inter (char  Explavisua  Language M  Unde mean adage  Writing Mir  summ infor own  introcclear
May	1-2	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	individuals or events influence the overall meaning or development of the text.  SWBAT explain the relationships	Analindiv     Explaindiv     using     Make

authors' approaches across two or more informational texts within the same genre or about texts on the same or imilar topics.  RI.CR.5.1. Quote accurately from an informational text when explaining what he text says explicitly and make elevant connections when drawing inferences from the text.  L.VL.5.2. Determine or clarify the meaning of unknown and multiplemeaning academic and domain-specific words and phrases based on grade 5 leading and content, choosing flexibly from a range of strategies.  B. Use common, grade-appropriate Greek and Latin affixes and roots as alues 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, for other information and examples elated to the topic.  BL.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 imilar topics.  RI.CR.5.1. Quote accurately from an	two authors, identifying similarities and differences in tone and structure.	Comstyles differ     Analy authorinfor     Accuatext  Language M

	informational text when explaining what	, , ,	• Make
	the text says explicitly and make	understanding.	by re
	relevant connections when drawing	SWD AT congret ideas alongly value	as sy
	inferences from the text.	SWBAT connect ideas clearly using	home
	I VI 5.2 Domenstrate un denstandin a ef	appropriate transitions and linking words	
	L.VI.5.3. Demonstrate understanding of	or phrases.	Writing Mir
	figurative language, word relationships,	SWBAT use precise and subject-specific	• link i
	and nuances in word meanings.	vocabulary to convey information	
	B. Recognize and explain the meaning	effectively	trans
	of common idioms, adages, and	Circuivery	A lice n
	proverbs.	SWBAT write a strong concluding	• use p speci
	proveros.	statement that reinforces the central idea	speci
	W.IW.5.2. Write	of the text.	• write
	informative/explanatory texts to	01 1210 131111	sumr
	examine a topic and convey ideas and		prese
	information clearly.		prese
	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.		
	RI.TS.5.4. Compare and contrast the	SWBAT identify and explain different	Reading Mir
	overall structure (e.g., chronology,	text structures such as chronology,	reading win
	comparison, cause/effect,	comparison, cause/effect, and	• Und
	problem/solution) of events, ideas,	problem/solution.	struc
	concepts, or information in two or more	problem/solution.	comp
	texts.	SWBAT compare and contrast the text	probl
		structures used in two texts and support	Proor
	RI.CR.5.1. Quote accurately from an	their analysis with examples.	• Com
	informational text when explaining what		struc
	the text says explicitly and make	SWBAT explain how an author's use of	speci
3-4	relevant connections when drawing	structure shapes the meaning and clarity	T
	inferences from the text.	of the text.	• Expla
			text i
	L.VL.5.2. Determine or clarify the	SWBAT use common Greek and Latin	unde
	meaning of unknown and multiple-	roots and affixes to determine the	3,110.0
	meaning academic and domain-specific	meaning of unfamiliar words.	Language M
	words and phrases based on grade 5		
	reading and content, choosing flexibly	SWBAT use specialized language	• Ident
	from a range of strategies.	suitable for the intended audience and	Latin
	5 - 5	purpose.	mean
	B. Use common, grade-appropriate		

Greek and Latin affixes and roots as	SWBAT expand and combine sentences	Writing Mir
clues to the meaning of a word (e.g.,	to improve clarity, coherence, and	writing win
photograph, photosynthesis).	writing style.	• Use (
		Incor
		for th
W.IW.5.2. Write		g ,
informative/explanatory texts to		• Sente
examine a topic and convey ideas and		comb and s
information clearly.		and s
WWD 5 4 W'4 1 1		
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.		
a me ii approuent		
I WI 5 1 II 1 1 1 1 1		
L.KL.5.1. Use knowledge of language		
and its conventions when writing, speaking, reading, or listening.		
RI.CI.5.2. Determine the central idea of		
an informational text and explain how it		
is supported by key details; summarize		
the text.		
1220 1221		
L.VL.5.2. Determine or clarify the		Reading Mir
meaning of unknown and multiple-		_
meaning academic and domain-specific		• Crea
words and phrases based on grade 5	SWBAT summarize a text clearly by	the e
reading and content, choosing flexibly from a range of strategies.	including the central idea and key	incor
nom a range of strategies.	supporting details.	key c
C. Consult reference materials (e.g.,	SWBAT use dictionaries, glossaries, and	Language M
dictionaries, glossaries, thesauruses),	online tools to find the meanings and	
both print and digital, to find the	pronunciations of unfamiliar words.	• Utiliz
pronunciation and determine or clarify	CYVID A TE 1	refere
the precise meaning of key words and	SWBAT document sources accurately	defin
phrases.	using a consistent format when	key v
W.IW.5.2. Write	conducting research.	Writing Mir
informative/explanatory texts to		Willing Will
examine a topic and convey ideas and		• accui
information clearly.		their
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		
ministica work, making note of any		

**Spiraling for Mastery** 

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

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.