Independent Fiction Novel Study

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

Unit Overview

Students will continue answer questions with support by quoting directly from the text, paraphrasing, or making inferences. Students will use multiple texts and determine which provides the strongest support when answering a question. Students will understand that texts can have multiple themes and main ideas. Students continue to compare and contrast text on a deeper level by focusing on multiple characters, events, and settings and text structure to gain a stronger understanding of the text. Students will also analyze several points of view on the same topic as well as the importance of visual effects within the text.

Enduring Understandings

Summarize and determine important information to synthesize.
Reading is a process that includes applying a variety of strategies to comprehend, interpret and evaluate texts.
Standard grammar and usage are important in making writing clear.
Explain the relationship between several characters and events in history.
References from texts provide evidence to support opinions made about why and how the text was developed and considers the content, organization, and form.
Answer questions by synthesizing information from various sources.
Authors make intentional word choices that are designed to produce a desired effect on the reader.
Compare and contrast the structure of texts looking at the sequence of events, the problem and solution, and the cause and effect.
Text features, text structures, and characteristics associated with different genres help the reader's ability to make meaning of the text.
Developing vocabulary improves reading comprehension and involves knowledge of context clues and word structure.
Structural elements such as context, meaningful order of ideas, transitional elements, and conclusion all help make writing clear.

Essential Questions

How does conflict impact the characters, plot, and theme of a reading?
How do authors help us draw comparisons between life today and life in another time period?
What literary devices help the reader gain a deeper understanding?
How can non-fiction text help readers better understand the events in historical fiction?
How and why are structure and mechanics important to writing?

Learning Objectives

Understand the importance and significance of event sequence within a story
Determine the meaning of figurative language and use it within their own writing
Analyze author's word choice as well as point of view and theme
Determine the significance of visual elements and text and graphic features
Distinguish between main idea and details and cause and effect
Locate adages within the text and understand their meaning
Explain historical events
Students will read Quest for The Tree Kangaroo (Climate Change)
Students will read Healing Paws (DEI & Pw/D)

Standards: Content

L	Language
L.RF	Foundational Skills: Reading Language
	Phonics and Word Recognition
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.
	Fluency
L.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.5.4.A	Read grade-level text with purpose and understanding.
L.RF.5.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R	Reading
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.
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).
RL.TS.5.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
RL.MF.5.6	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL.CT.5.8	Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

W	Writing
W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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.WP.5.4.A	Consider audience, purpose, and intent before writing.
W.WP.5.4.B	Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.5.4.C	Consider writing as a process, including self-evaluation, revision and editing.
W.WP.5.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.WP.5.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
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	Speaking and Listening
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.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.II.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.ES.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.

Standards: Interdisciplinary

8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Microsoft Office 365, Computers, Internet, Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, CommonLit.org, ReadWorks.org, Khan Academy, Leveled Readers, Selected student novels, Healing Paws (DEI & Pw/D), Quest for The Tree Kangaroo (Climate Change) Approved Class Resource List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
X	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		