

**NORTHFIELD COMMUNITY SCHOOL**  
**ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK**  
BOE APPROVED AUGUST 2024

***Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.***

**Vision for English Language Arts Education in New Jersey**

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

## Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

*The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.*

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication
- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

**Language - Foundational Skills: Reading (RF)**

K-5 emphasize importance in:

- decoding and encoding words
- analyzing word parts
- reinforcing awareness of segments of sounds in speech and how they link to letters
- develop reading accuracy, fluency, and comprehension
- highlight broad oral language skills

**Foundational Skills: Writing (WF)**

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

K-5 emphasize importance in:

- emphasizing sound-letter basics
- advancing letter formation skills and stamina-building
- develop encoding and spelling skills
- using elements of grammar, syntax, and punctuation in sentence composition
- facilitating development of writing skills and habits

**Reading - Literary Text**

**Informational Text**

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

## **Writing**

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

## **Speaking and Listening**

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)
- Present Information (PI)
- Use Media (UM)
- Adapt Speech (AS)

## **Summary of Anchor Statements**

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout a kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

## **READING** Anchor Standards and Progress Indicators include:

- Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Complexity of Text
- Reading and Foundational Skills

Phonics and Word Recognition (gr K,1,2,3,4,5)

Fluency (gr K,1,2,3,4,5)

**WRITING** Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

**SPEAKING AND LISTENING** Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

**LANGUAGE** Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

### **Note on range and content of student reading**

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

**Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

**GRADE : 5**

**PACING GUIDE:**

	<b>1st MP</b>	<b>2nd MP</b>	<b>3rd MP</b>	<b>4th MP</b>
<b>READING, WRITING, SPEAKING &amp; LISTENING, LANGUAGE</b>	Inventors at Work What a Story Natural Disasters	Wild West Project Earth	Art for Everyone Above, Below, and Beyond A New Home	Unexpected, Unexplained The Lives of Animals

**UNIT 1 - Time Frame : 18 days**

**Overview:** The student can listen to, read, and present the media with information about inventors.

**READING** - RF.5.3, R.5. 1, R.5.2, R.5.5, RF.5.4, R.5.4, R.5.6, R.5.3, R.5.7,R.5.9

**Text Type:**

Genre: Informational Text  
Narrative Nonfiction  
Realistic fiction  
Magazine Article  
Informational text  
Science Fiction/Fantasy  
Decoding:

Short Vowels

Long a and e

Long i and o

Spelling:

Words with Short Vowels

Words with Long a, Long e

Words with Long i, Long o

Fluency:

Reading Rate

Accuracy and Self-Correction

Phrasing

Comprehension:

Use metacognitive skills

Retell/Summarize

Monitor and Clarify

Make Inferences

Literary Elements/Author's Purpose and

Craft Author's Purpose

Point of view

Theme

Central Idea

Text Structure

Literary Elements

Author's Craft

**WRITING** - W.5.3, W5.5, W.5.4

**Response to Text:**

Write a Personal Account

Write a News Article

Write an Encyclopedia Entry



Write a Blog Post

**Writing Focus:**

Write a Personal Narrative

Write an Expository Essay

**Speaking and Listening** - SL.5.1, SL.5.4, SL.5.3, SL.5.5

**Task Focus:**

Engage in Discussions

Research: Generate a Plan

Give a Presentation: Opinion

**Language** - L.5.2, L.5.6, L.5.5, L.5.4

**Skill Focus:**

Critical vocabulary

Instructional Vocabulary

Generative Vocabulary:

Greek root phon

Prefixes ex-, e

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify the author's purpose, central ideas, and text structure in order to better understand unfamiliar text.

The student can build vocabulary and synthesize topic knowledge to learn that people can create amazing things through innovation, perseverance, and the desire to solve problems.

**CONTENT:**

HMH Unit 1 Inventors at Work

**SKILLS:**

Decoding, Spelling, Vocabulary, Fluency, Comprehension, Writing a Personal Narrative

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc

## UNIT 2 - Time Frame : 18 days

**Overview:** The student can listen to, read, and view a variety of texts and media presented about different ways to tell a story.

**READING** - RF.5.3, R.5.1, R.5.2, R. 5.5, RF.5.4, R.5.4, R.5.3, R.5.7, R.5.9

### **Text Type:**

Genre: fiction

Fantasy/Adventure

Folktale

Play

Myth

Poetry

Decoding:

Words with /oo/ and /yoo/

Words with /ou/, /o/, and /oi/

R-Controlled Vowels

Spelling:

Words with /oo/ and /yoo/

Words with /ou/, /o/, and /oi/

R-controlled Vowels

Fluency:

Expression

Intonation

Comprehension:

Use Metacognitive Skills:

Synthesize

Visualize

Ask and Answer Questions

**WRITING** - W.5.3, W.5.5, W.5.4, W.5.9

**Response to Text:**

Write a Journal Entry  
Write the Next Scene  
Write a Play Scene  
Write a Poem

**Writing Focus:**

Write a short story

**Speaking and Listening - SL.5.1, SL.5.4, SL.5.3, SL.5.5****Task Focus:**

Media Literacy: Interpret/ Analyze Media  
Work Collaboratively  
Engage in Discussion

**Language - L.5.2, L.5.6, L.5.5, L.5.4****Skill Focus:**

Vocabulary:  
Academic:  
Critical Vocabulary  
Instructional Vocabulary  
Generative Vocabulary:  
Prefixes un-, non-, dis-,re-, pre-, post-, fore  
Suffixes -y, -ly,-ily,-ful,-less, -ment,-ness  
Strategies:  
Antonyms/ Synonyms

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify characters, setting, plot, and conflict in order to better understand unfamiliar text. The student can build vocabulary and synthesize topic knowledge to learn the elements of a great story can be found in literature of all genres.

**CONTENT:**

HMH Unit 2 What a Story

**SKILLS:**

Decoding, Spelling, Vocabulary, Fluency, Comprehension, Writing a short story

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

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**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc

### UNIT 3 - Time Frame : 18 days

**Overview:** The student can listen to, read, and view a variety of texts and media presented about natural disasters.

**READING** - RF.5.3, R. 5.1, R.5.2, R.5.5, RF.5.4, R. 5.4, R.5.6, R.5.8, R.5.3, R.5.5, R.5.7, R.5.9

**Text Type:**

Genre: Informational Text

Narrative nonfiction

Realistic fiction

Persuasive text

Informational video

Decoding:

R-Controlled Vowels /ur/, /ir/

Compound words

VCCV syllable division patterns

Spelling:

Words with /ur/, /ir/

Compound Words

Words with VCCV syllable division patterns

Fluency

Expression

Phrasing

Reading Rate

Comprehension:

Use Metacognitive skills

Make and confirm predictions

Retell/Summarize

Ask and Answer Questions

Essential Idea

**WRITING** - W.5.1, W.5.5, W.5.8, W.5.4, W.5.9

**Response to Text:**

Write a news report  
Write a presentation  
Write a weather report  
Write a video promo

**Writing Focus:**

Write an editorial, Persuasive Essay

**Speaking and Listening** - SL. 5.1, SL.5.4, SL. 5.2, SL. 5.3, SL.5.5

**Task Focus:**

Research: Gather and Evaluate Information  
Media Literacy: Interpret/ Analyze Media

**Language** - L.5.2, L.5.6, L.5.5, L.5.4

**Skill Focus:**

Critical Vocabulary  
Instructional Vocabulary  
Generative Vocabulary  
Greek Roots - graph, gram, geo  
Latin Roots - rupt, fer  
Strategies  
Analogies  
Homophones/Homographs

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify central ideas, summarize events and to ask and answer questions in order to better understand unfamiliar texts.

The student can build vocabulary and synthesize topic knowledge to learn about the causes of different types of natural disasters.

**CONTENT:**

HMH Unit 3 Natural Disasters

**SKILLS:**

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing an editorial

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

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**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc



## UNIT 4 - Time Frame : 18 days

**Overview:** The student can listen to, read, and view a variety of texts and media presented with information about traits people needed who settled in the west.

**READING** - R.5.1, RF5.3, R5.5, RF.5.4

**Text Type:**

Genre: Informational Text

Informational Text

Magazine Article

Media: Video

Historical fiction

Decoding:

VCV Syllable Division Pattern

VCCCV Syllable Division Pattern

VV Syllable Division Pattern

Spelling:

Words with VCV, VCCCV, and VV Syllable Division Patterns

Fluency:

Intonation

Accuracy and Self Correction

Expression

**WRITING** - W.5.5, W.5.4, W.5.6, W.5.9

**Response to Text:**

Write a Journal Entry

Write a Television Pitch

Write an Interview Script

**Writing Focus:**

Write an Informational Article

**Speaking and Listening - SL5.1**

**Task Focus:**

Oral Instructions

Media Literacy: Interpret/Analyze Media

Use Formal and Informal Language

**Language - L5.2, L. 5.6, L.5.5**

**Skill Focus:**

Critical Vocabulary

Essential Vocabulary

Generative Vocabulary

Prefixes - mid, tran, mis, mal

Suffixes - al, ic, ous, ious, able, ible

Homophones/Homographs

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify central ideas, point of view, author's craft, theme, figurative language, and literary elements in order to better understand unfamiliar texts.

The student can build vocabulary and synthesize topic knowledge to learn about the impact created by people who settled in the west.

**CONTENT:**

HMH Unit 4 Wild West

**SKILLS:**

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing an Information Article

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation  
Utilize critical thinking to make sense of problems and persevere in solving them  
Model integrity and ethical leadership  
Use technology to enhance collaboration and communication  
Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.  
Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

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**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 5 - Time Frame : 18 days**

**Overview:** The student can listen to, read, and view a variety of texts and media presented with information about the Earth.

**READING** - RF. 5.3, R. 5.1, R.5.2, R.5.5, R.5.7, R.5.9

**Text Type:**

Genre: Persuasive Text

Informational Text

Play

Realistic Fiction

Narrative Nonfiction/Editorial

Decoding:

Final Stable Syllables:

-al, -el, -le, -il

Recognize Root Words

Recognize Root Words with Spelling changes

Spelling:

Words with Final Schwa + // Sounds

Adding -ed and -ing

Fluency

Phrasing

Intonation

Reading Rate

Comprehension:

Use Metacognitive Skills:

Synthesize

Monitor and Clarify

**WRITING** - W.5.1, W.5.8, W.5.4, W.5.9

**Response to Text:**

Write an Advertising Script

Write a New Scene  
Write a Letter  
Write a Web Site Summary

**Writing Focus:**

Write an Opinion Essay

**Speaking and Listening** - SL. 5.1, SL5.3, SL. 5.5

**Task Focus:**

Summarizing and Paraphrasing

**Language** - L.5.2, L.5.4, L.5.5

**Skill Focus:**

Academic Vocabulary  
Critical Vocabulary  
Instructional Vocabulary  
Generative Vocabulary  
Latin Roots - dict, spect, bene  
Suffixes - ive, ure  
Analogies  
Homophones/Homographs

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify the author's purpose and audience, as well as the elements of persuasive writing in order to better understand unfamiliar text.

The student can build vocabulary and synthesize topic knowledge to learn that there are many ways to protect the future of the world around us.

**CONTENT:**

HMH Unit 5 Project Earth

**SKILLS:**

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing an Opinion Essay

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc

## UNIT 6 - Time Frame : 18 days

**Overview:** The student can listen to, read, and view a variety of texts and media presented with information about how people create and share different art forms.

**READING** - RF.5.3, R5.1, R.5.2, R.5.5, RF.5.4, R.5.6, R.5.5

### **Text Type:**

Genre: Biography

Informational Text

Procedural Text

Realistic Fiction

Fictionalized Biography

Decoding:

Recognizes Root Words with Spelling Changes

Words with Suffixes –ful, -ly, -ness, -less, -ment

Words from Other Languages

Spelling:

Change Final y to i

Words with Suffixes –ful, -ly, -ness, -less, -ment

Words from Other Languages

Fluency:

Accuracy and Self Correction

Phrasing

Expression

Comprehension:

Use metacognitive skills

Make inferences

Visualize

Ask and Answer Questions

Literary Elements/Author's Purpose and Craft

Author's Craft

Central Ideas

Text Structure  
Point of View  
Theme  
Figurative language

**WRITING** - W.5.2,W.5.5, W. 5.8 W.5.4, W.5.9

**Response to Text:**

Write an Editorial  
Write a Review  
Write a Speech  
Write a Scene

**Writing Focus:**

Biographical Sketch

**Speaking and Listening** - SL. 5.1, SL. 5.4, SL. 5.2, SL.5.3, SL. 5.5

**Task Focus:**

Research: Organize Information  
Oral Instructions  
Media Literacy: Create a Multimedia Presentation

**Language** - L.5.2, L.5.6, L.5.5, L.5.4

**Skill Focus:**

Academic Vocabulary  
Critical Vocabulary  
Instructional Vocabulary  
Generative Vocabulary  
Latin Roots - struct, port, duc/duct  
Prefixes - de, super, micro  
Suffixes - ion, ism, ant, ent



**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify central ideas, point of view, author's craft, theme, figurative language, and literary elements in order to better understand unfamiliar texts.

The student can build vocabulary and synthesize topic knowledge to learn about the powerful impact of various art forms.

**CONTENT:**

HMH Unit 6 Art for Everyone

**SKILLS:**

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing a biographical sketch

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc

**UNIT 7 - Time Frame : 18 days**

**Overview:** The student can listen to, read, and view a variety of texts and media about exploration.

**READING** - RF.5.3, R.5.1, R.5.5, RF. 5.4, R.5.6, R.5.5, R.5.7, R.5.9

**Text Type:**

Genre: Autobiography

Persuasive Text

Informational Text

Interview

Science Fiction

Narrative Nonfiction

Decoding:

Final Stable Syllables –ain, -ture, -sure

Unstressed Final Syllables

Unstressed Syllables

Spelling:

Words with Final /n/ or /en/, /cher/

Words with Final /ij/, /iv/, /is/

Words with Unstressed Syllables

Fluency:

Reading Rate

Accuracy and Self-Correction

Intonation

Comprehension

Use Metacognitive Skills:

Make and Confirm Predictions

Make Inferences

Ask and Answer Questions

**WRITING** - W.5.2, W.5.5, W.5.4, W.5.9

**Response to Text:**

Write a News Script  
Write a Travel Advertisement  
Write a Journal Entry  
Write a Safety Checklist

**Writing Focus:**

Write an Instructional Article

**Speaking and Listening** - SL.5.1, SL.5.4, SL.5.2, SL.5.3, SL.5.5

**Task Focus:**

Use Formal and Informal Language  
Research: Paraphrase  
Summarizing and Paraphrasing

**Language** - L.5.2, L.5.6, L.5.3, L.5.5, L.5.4

**Skill Focus:**

Academic Vocabulary  
Critical Vocabulary  
Instructional Vocabulary  
Generative Vocabulary  
Latin Roots - tract, chrono, gress, ped, dent, terr  
Prefixes - mega, sub, pro, anti  
Strategies:  
Context Clues  
Reference Materials

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify the author's craft and make and confirm predictions in order to better understand unfamiliar texts.

The student can build vocabulary and synthesize knowledge about exciting land, sea, and space discoveries.

**CONTENT:**

HMH Unit 7 Above, Below, and Beyond

**SKILLS:**

Decoding, Spelling, Vocabulary, Fluency, Comprehension, Writing an Instructional Article

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc

## UNIT 8 - Time Frame : 18 days

**Overview:** The student can listen to, read, and view a variety of texts that relate to moving to a new country.

**READING** - R.5.1, R.5.2, R.5.3, R.5.5, R. 5.6, RF. 5.4, R. 5.9

### **Text Type:**

Genre: Poetry

Informational Text/Guide

Informational Text/Magazine Article

Realistic Fiction

Decoding:

Prefixes in-, dis-, un-, mis-

Final Stable Syllables –tion, -sion

Spelling:

Homophones

Words with Prefixes in-, un-, dis-, mis

Adding the Suffixes –ion, -ian

Fluency:

Expression

Phrasing

Intonation

Comprehension:

Use Metacognitive Skills:

Visualize

Make Inferences

Ask and Answer Questions

Literary Elements/ Author's Purpose and Craft:

Theme

Elements of Poetry

Author's Craft

Literary Elements

**WRITING** - W.5.3 ,W.5.5, W.5.8, W. 5.4, W.5.9

**Response to Text:**

Write a Poem  
Write the Next Scene  
Write a Retelling  
Write a Journal Entry

**Writing Focus:**

Write a Narrative Poem

**Speaking and Listening** - SL.5.1, SL.5.4, SL.5.3, SL. 5.5**Task Focus:**

Work Collaboratively  
Research: Cite Stories  
Giving a Presentation

**Language** - L.5.2, L. 5.6, L.5.5, L.5.4**Skill Focus:**

Academic Vocabulary  
Critical Vocabulary  
Instructional Vocabulary  
Generative Vocabulary  
Prefixes - uni, mono, bi, tri, semi  
Latin Roots - scrib/script, voc, ject

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify the elements of poetry and the author's craft in order to better understand unfamiliar texts.  
The student can build vocabulary and synthesize topic knowledge to learn that moving to a new country and learning to feel at home even when there is a life-changing experience.

**CONTENT:**

HMH Unit 8 A New Home

**SKILLS:**

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing a Narrative Poem

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc



## UNIT 9 - Time Frame : 18 days

**Overview:** The student can listen to, read, and view a variety of texts and media with information about mysteries.

**READING** - RF. 5.3, R.5.1, R. 5.2, R.5.5, RF. 5.4, R.5.4, R.5.6, R.5.8, R.5.3, R.5.5, R.5.7, R.5.9

### **Text Type:**

Genre: Mystery

Informational Text

Informational video

Magazine Article

Decoding:

Prefixes com-, con-, pre-, prp-

Suffixes –ant, -ent, -able, -ible, -ism, -ist

Greek Word roots

Spelling:

Words with Prefixes com-, con-, pre-, pro-

Adding the suffixes –ant, -ent, -able, -ible, -ism, -ist

Words with Greek Roots

Fluency:

Expression

Accuracy and Self-Correction

Intonation

Comprehension

Use Metacognitive Skills:

Make and Confirm Predictions

Make Inferences

Literary Elements/Author's Purpose and Craft

Author's Purpose

Literary Elements

Figurative Language

Media Techniques

Text and Graphic Features

Author's Craft  
Point of View

**WRITING** - W.5.1, W.5.5, W.5.4, W.5.9

**Response to Text:**

Write a Letter  
Write an Online Comment  
Write a Video Review  
Write the Next Scene

**Writing Focus:**

Persuasive Speech

**Speaking and Listening** - SL. 5.1, SL. 5.4, SL. 5.5, SL. 5.2

**Task Focus:**

Engage in discussion  
Media Literacy: Interpret/Analyze Media  
Oral Instructions

**Language** - L.5.2, L.5.6, L.5.5, L.5.4

**Skill Focus:**

Academic Vocabulary  
Critical Vocabulary  
Instructional Vocabulary  
Generative Vocabulary  
Latin Roots - fac, fec, fy  
Suffixes - y, ion, ic, ous, ious, less, al, ant, ment  
Strategies:  
Multiple Meaning Words  
Context Clues  
Homophones/Homographs

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can make inferences to make and confirm predictions and identify literary elements and figurative language in order to better understand unfamiliar text.

The student can build vocabulary and synthesize topic knowledge to learn about different types of intriguing mysteries and the ways people use to try to solve them.

**CONTENT:**

HMH Unit 9 Unexpected, Unexplained

**SKILLS:**

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing a Persuasive Speech

**ASSESSMENTS:**

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

## **TECHNOLOGY INTEGRATION**

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### **Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc

## **UNIT 10 - Time Frame : 18 days**

**Overview:** The student can listen to, read, and view a variety of texts and media with information about animals.

**READING** - RF. 5.3, R. 5.1, R.5.2, R.5.5, R. 5.6, RF. 5.4, R.5.4, R.5.6, RF. 5.4, R.5.4, R.5.6, R.5.3

### **Text Type:**

Genre: Informational Text

Narrative Nonfiction

Fiction

Video

Informational Text

Poetry/Informational Text

Decoding:

Latin word Roots

Suffixes –ion, -ation

Final Stable Syllable with /er/

Spelling:

Words with Latin Roots

Adding the Suffixes –ion, ation

Words with Final /er/

Fluency:

Reading Rate

Intonation  
Phrasing  
Comprehension:  
Use Metacognitive Skills:  
Synthesize  
Monitor and Clarify  
Visualize

**WRITING** - W.5.2, W.5.5, W.5.4, W.5.9

**Response to Text:**

Write a Movie Summary  
Write a Dialogue for a Movie Script  
Write a Social Media Post  
Write Observations

**Writing Focus:**

Write an Informational Essay

**Speaking and Listening** - SL. 5.1, SL. 5.4, SL. 5.2, SL. 5.3, SL. 5.5

**Task Focus:**

Research: Plan and Gather Information  
Media Literacy: Create a Multimedia Presentation  
Give a Presentation

**Language** - L.5.2, L.5.5, L.5.4

**Skill Focus:**

Academic Vocabulary  
Critical Vocabulary  
Instructional Vocabulary  
Generative Vocabulary  
Review Prefixes

Review Latin and Greek Roots  
Antonyms/Synonyms

**ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:**

The student can identify tone, central ideas, text structure, and media techniques in order to better understand unfamiliar text.  
The student can build vocabulary and synthesize topic knowledge in order to learn that animals demonstrate amazing characteristics and abilities in their everyday life.

**CONTENT:**

HMH Unit 10 The Lives of Animals

**SKILLS:**

Decoding, Spelling, Vocabulary, Fluency, Comprehension, Writing an Informational Essay

**ASSESSMENTS:**

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS**

Act as a responsible and contributing peer  
Demonstrate creativity and innovation  
Utilize critical thinking to make sense of problems and persevere in solving them  
Model integrity and ethical leadership  
Use technology to enhance collaboration and communication  
Work productively in group settings

**Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):**

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

**TECHNOLOGY INTEGRATION**

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

**Resources:**

Grade Level textbook, online sites, classroom library, approved novel list, etc