



Grade 5 Reading Curriculum

Oradell Public School District
Oradell, NJ

2024

The Grade 5 Reading Curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

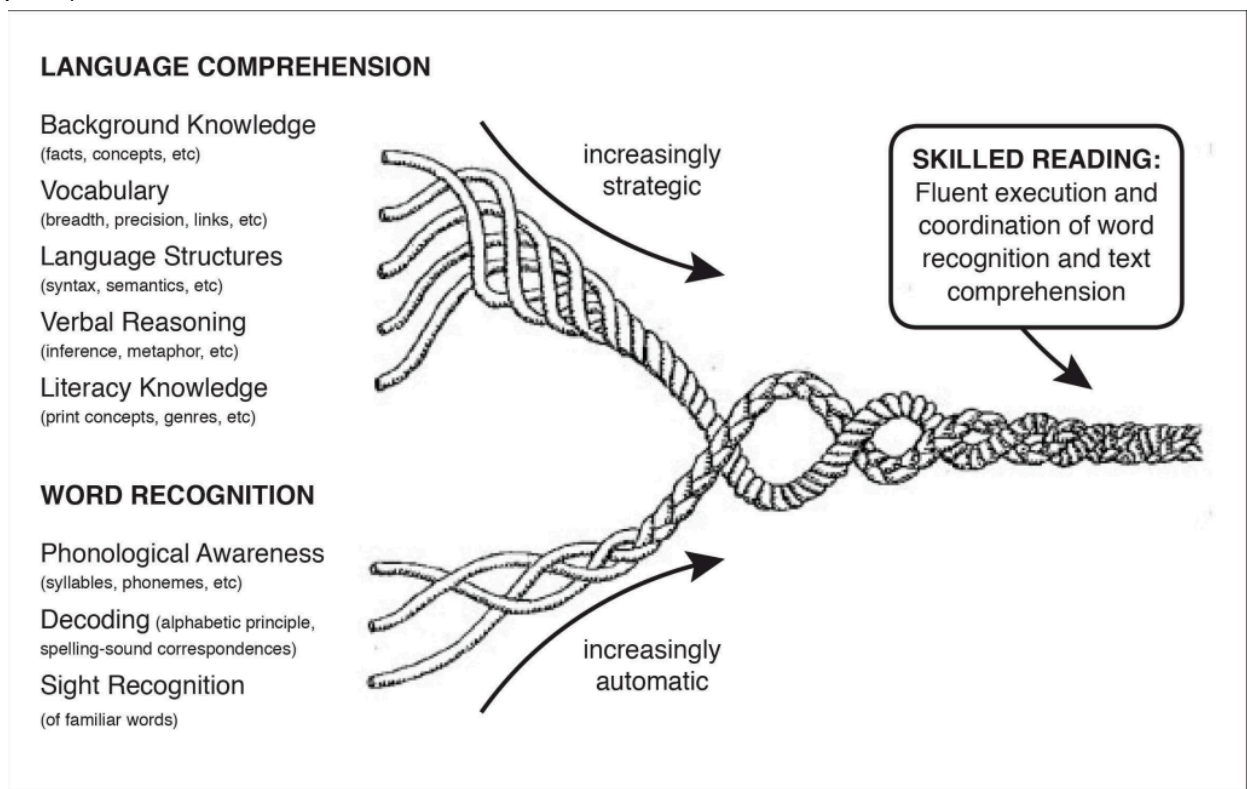
Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent
Michelle Hawley, Principal

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. The curriculum includes explicit instruction in language arts content through read alouds and vocabulary instruction that build background knowledge and schema. The units are built using research based strategies that promote literacy behaviors and skills that contribute to strategic thinking, reading, and writing. We have based the creation of this curriculum on the components of Scarborough's Rope, pictured below. Students need both strong language comprehension paired with word recognition to develop skilled reading (NJ Dyslexia Handbook, p. 20).



Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual

release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Mini Lesson

Each reading workshop lesson begins with explicit instruction in a mini lesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The mini lesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the mini lesson. During the link portion of the mini lesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

At Oradell Public School, we value the importance of reading aloud as a time for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning. The read-alouds in our curriculum are carefully chosen in order to expose students to topics that will develop their knowledge more deeply. These mentor texts find their way into many lessons as the year unfolds and serve as a model for student self-discovery within their own texts.

Interactive Read-Aloud

An interactive read-aloud consists of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Independent Reading and Book Clubs

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings.

Through book clubs, readers will raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Students will use everything they know about characters to dig deeper and develop the theme and its complexity. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts.

Accountable talk is a strategy that supports students' academic language development through discussion by giving students key phrases they can use when learning skills such as explaining, agreeing, disagreeing, and justifying.

Teachers conduct the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) in grades K-5 three times a year to gather benchmark data. Teachers use this data to develop targeted small group and individual instruction. In addition, grades 2-6 teachers will use a homegrown reading assessment to gather more information about the student as a reader to best support continued growth on their trajectory of reading.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. For example, teachers may gather a group of students based on similar noticings on formative assessments. Students will practice working on a targeted skill with scaffolded supports as needed.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven mini lesson that is grounded in a clear teaching point. After the mini lesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Mini Lesson

Writing workshop begins with a mini lesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's

writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓢ is the symbol for Teaching Point.
© 2005 by Carl Anderson from Assessing Writers, Portsmouth, NH.
Ⓢ is the symbol for Instructional Goal.

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14 Strategic Writing Conferences: Teacher's Guide

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the mini lesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, the teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing

conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teachers and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and vocabulary.

Phonological and Phonemic Awareness for Kindergarten and Grade 1

Heggerty Phonological and Phonemic Awareness

Teachers in grades K-1 use Heggerty to teach phonological and/or phonemic awareness skills daily including Rhyme, Phoneme Isolation, Blending, Segmenting, and Manipulation. Students will also practice 2-3 early literacy skills, including building alphabet knowledge, language awareness, and phoneme-grapheme connections. Teachers implement Heggerty as an oral and auditory warm-up to phonics instruction. Explicit phonemic awareness instruction provides a foundation for students to anchor their reading and writing skills during phonics instruction.

Phonics Resource for Primary Grades

Oradell Public School is implementing the Wilson Foundations program in our K-3 classrooms. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their

sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 4-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students learn Tier 2 and Tier 3 words through read alouds and have opportunities to engage in authentic practice with the words to gain a deeper understanding and application in their writing. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and a blend of an explicit and inquiry-based approach. With this in mind, we incorporated a [grammar skills continuum](#) created by Patty McGee of grammar and mechanics skills that will be taught at each grade level. The continuum suggests mini lessons that include a gradual release model of immersion, focus area, and transfer.

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by both the Science of Reading and the work of Jennifer Serravallo and Patty McGee. Please see the "Professional References" section for specific books used. Additionally, writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains modules with corresponding WALT statements (We are learning to/that) that serve as teaching points or learning objectives. A module is the section of each unit that groups particular teaching points. A WALT statement addresses both the skill and strategy that will be practiced in a given reading or writing block followed with a "by" which indicates how the objective is to be met. The WALT statements in the curriculum are directly connected to the

standards. There are often a variety of ways to achieve the WALT statement which is meant as a menu of options and are chosen based on assessment and student data.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

Professional References

Fountas, I. & Pinnell, G.S. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth, NH: Heinemann.

Ludwig VanVanDerwater, Amy. (2017). *Poems are Teachers: How Studying Poetry Strengthens Writing in All Genres*. Portsmouth, NH: Heinemann.

McGee, Patti (2020). *Grammar Study: Micro-Workshop*. New Rochelle, NY: Benchmark Education Company

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers 1st Edition*, Portsmouth, NH: Heinemann.

Serravallo, J. (2017). *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Portsmouth, NH: Heinemann.

Tomlinson, C. A. (August, 2000). *Differentiation of Instruction in the Elementary Grades*. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.



Oradell Public School District

Suggested Pacing Guide for Reading & Writing Units

Grade 5

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skills
1	September - November	Fiction Characterization/Theme	Blogs	Simple, Compound, and Complex Sentences
2	December - January	Nonfiction Growing Ideas and Increasing Stamina	Literary Essay	Punctuation and Capitalization
3	February - March	Historical Fiction	Historical Fiction Scenes	Sentences Parts of speech and punctuation
4	April - May	Standardized Test Prep	Research Clubs	Simple, Compound, and Complex Sentence Prepositional Phrases Verbs
5	May - June	Nonfiction Journalism	Writing Newscast	Parts of Speech Commas Parenthesis

Note: Highlighted activities indicate [Holocaust Awareness](#) or [Amistad Commission](#) or [Asian American and Pacific Islander](#) legislation related activities.

Grade 5 Reading Curriculum

Unit 1: Fiction Characterization/Theme (September to November)

Unit Overview

In this unit, students will focus on developing strong reading habits and building excitement for reading. They will learn to track their thinking using Post-its and reading notebooks, and develop stamina and fluency in their reading. Students will also learn strategies to fix comprehension issues and become independent readers. The unit will also focus on analyzing the evolution of characters, as students get to know characters in depth and use precise words to describe them. They will develop theories about the characters and support them with evidence from the text, adjusting their theories as new information is gathered. Students will also explore how characters develop throughout a text. Finally, students will have deeper conversations about literature and explore themes and their complexity. They will learn to recognize different viewpoints and defend claims with evidence, and use their understanding of characters to analyze themes as they discuss, analyze, and interpret texts.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

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.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundations Skills Writing

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading Domain

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.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.

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.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.

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.

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).

Writing Domain

W.IW.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.NW.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Speaking and Listening Domain

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.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate

images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Assessment	
Benchmark	<p>DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II</p> <p>OPS Reading Assessment administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, and/or comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
Possible Ongoing Assessments	<ul style="list-style-type: none">● Anchor charts/bulletin boards to visualize goals● Exit Ticket - How did you use Post-its in the past?● Conferring● Class book recommendation lists on anchor chart● On-going list of books reader is interested in reading or sharing with a partner● Students will meet one-on-one with their teacher to work with individuals to bring them to their next level.

	<p>Individual instructional needs will be established.</p> <ul style="list-style-type: none"> ● Anchor Charts/Bulletin Boards to visualize goal ● Exit Ticket - Create a theory about your character and prove it with evidence from the text ● “Today’s Meet” blog ● Partner talk ● Triple t-chart ● Read aloud a part of the book in the voice you think the character would say it ● Write a paragraph: “This is the type of person who is...” ● Book club discussions
<p>Possible Notebook Entries</p>	<ul style="list-style-type: none"> ● Post-its ● Stop and jots ● Writing a paragraph - I’m the type of reader who.... ● Reading interests: where do you read, what do you read, how often do you read, etc. ● Reading goals ● Somebody... Wanted...But... So...Then... ● Pull a Post it ● Make a connection: text to text, text to self, text to world ● Make a prediction ● Double timeline ● Emotional response ● Home Response Book grade on Content, Process, and Neatness ● Somebody...Wanted...But...So...Then...to track their reading each night ● Upon mastery of SWBST, pull a post it and expand on it ● Upon mastery of SWBST, create a theory ● Stop and Jots based on characters ● Creating Theories about characters and using text evidence ● Writing a Paragraph -My character is the type of person ... ● Make an inference ● Use precise words to describe characters ● Identify the conflict ● Stop and jot about secondary characters ● Create theories based on patterns ● Use text evidence

	<ul style="list-style-type: none"> ● Pull a line from the text and write about it ● Comparing and contrasting characters using a t-chart ● Look back at entries and expand or change ● Home Response Book scored on content, process, and neatness ● Pull a post it and expand on it ● Create a theory using patterns and text evidence ● Draw a picture of your character ● Double timeline to track events and reactions ● Use evidence: “What in the text makes you think that?” ● Learning progressions of a character ● Choose a character you are most like and explain why ● Compare and contrast characters in a t-chart ● Home Response Book ● Create and build on theories based on patterns supported with text evidence
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Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p>Tiger Rising by Kate DiCamillo My Rotten Redheaded Older Brother by Patricia Polacco A Fine, Fine School by Sharon Creech Oliver Button is a Sissy by Tomie dePaola The Great Kapok Tree by Lynne Cherry The Principal’s New Clothes by Stephanie Calmenson A Day’s Work by Eve Bunting Chrysanthemum by Kevin Henkes Boar Out There by Cynthia Rylant Fly Away Home by Eve Bunting Eleven by Sandra Cisneros Spaghetti by Cynthia Rylant William AKA Bill by Blaise Pascal The Marble Champ by Gary Soto</p>	<p>Serravallo, J. (2023). The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers. Heinemann Educational Books. Walpole, S. (2020). Differentiated literacy instruction in grades 4 and 5 : strategies and resources. The Guilford Press.</p> <p>Reading Rockets article: Guide to Choosing Words to Teach</p> <p><i>Poems Are Teachers: How Studying Poetry Strengthens Writing in All Genres</i> by Amy Ludwig VanDerwater (Foreword by Katherine Bomer) (teacher resource)</p> <p>The Poem Farm (by Amy Ludwig VanDerwater) SOR Folder of Activities</p>

[Papa's Parrot by Cynthia Rylant](#)

[12 Short Mentor Texts](#)

Mandatory Vocabulary Text

Crow Call by Lois Lowry

Additional Vocabulary Texts

Two friends : Susan B. Anthony and Frederick Douglass by Dean Robbins

Mary Geddy's day : a Colonial girl in Williamsburg by Kate Waters

Colonial Voices: Hear Them Speak: The Outbreak of the Boston Tea Party Told from Multiple Points-of-View! by Kay Winters

"A Day's Work" by Eve Bunting

Vocabulary Read-Aloud Texts

Texts with link to Vocabulary Words

Mandatory Text

[Crow Call - Lois Lowry](#)

Additional Suggested Texts

- *Two friends : Susan B. Anthony and Frederick Douglass* by Dean Robbins
- *Mary Geddy's day : a Colonial girl in Williamsburg* by Kate Waters
- *Colonial Voices: Hear Them Speak: The Outbreak of the Boston Tea Party Told from Multiple Points-of-View!* by Kay Winters
- ["A Day's Work" by Eve Bunting](#)

Possible Activities

- Flashcards (index cards)
- [Matching Sheet](#)
- [Riddle Sheet](#)
- Charades
- Pictionary
- [Crossword Puzzles](#)
- [Kahoot!](#)
- Creative Writing: Sentences & Short Scenes
- Illustrations with Captions
- The Word Professor Game (Groups of 3-5):
One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally

	<p>marks to self-score. The player with the most points will become the next word professor.</p> <p>Refer to Strategy 11.1 Be Word Conscious and Curious in Goal 11 in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) for additional ideas.</p>
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<p>Module I: Getting to Know Yourself as a Reader Refer to Goal 2 in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
<p>Learning Goal/Objective</p> <p>We are learning to/that . . .</p>	<p>Suggested Learning Activities</p> <p>. . . by engaging students in this task</p>
<p>WALT develop strong reading habits and build excitement for reading</p>	<p>by</p> <ul style="list-style-type: none"> ● Reflecting on who they are as a reader by identifying their strengths and weaknesses, likes and dislikes, perfect reading environments, etc. ● Setting up their reading notebook. ● Learning strategies to select their just right text that they will read between home and school: <ul style="list-style-type: none"> ○ Choosing books based on our purpose, interest, choice, understanding ● Using reading logs to keep track of their reading. ● Establishing reading goals: <ul style="list-style-type: none"> ○ Using how they have grown and where they want to be to create goals ○ Graphing own goal to monitor progress ● Building upon ideas presented in group discussions ● Using partner talk: <ul style="list-style-type: none"> ○ Clock partners

- Turn and talk
- Unit partners
- Two-minute group/partner share at the end of the reading period
- Using accountable talk to deepen understanding:
 - Questioning each other to clarify meaning
 - Reiterating what partner said
 - Asking them
 - Can you tell me more?
 - Can you give me another example so I can understand?
 - Why do you think that?
 - Can you give me a text example?
 - Where in the text did you find that?
 - Making a connection to the text
 - Using text evidence: I believe this is true because ...
 - Agreeing or disagreeing
 - Respecting each other's' opinions, but adding more
- Adjusting ideas about text, based on class discussions
- Offering book recommendations to their peers:
 - Reading parts we like
 - Having an ongoing list
- Using Post-it notes to monitor reading:
 - I ask questions/ wonderings
 - I make predictions
 - I learn new information
 - I find a funny part
 - I read something I like
 - I make a connection
 - I come to an important part
 - I read a part that gives me clues about the theme
 - What is the author implying?

	<ul style="list-style-type: none"> ● Summarizing using the Somebody..Wanted...But...So...Then...strategy. ● Retelling across your fingers. ● Responding emotionally to the text. ● Using a double/triple timeline.
<p>Module 2: Learning from Characters Refer to Goal 6 in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers by Serravallo, J. (2023)</i> to support this module.</p>	
<p>WALT identify and develop theories about the characters and support them with evidence from the text</p>	<p>by</p> <ul style="list-style-type: none"> ● Using empathy: <ul style="list-style-type: none"> ○ Walking in their shoes ○ Reflecting on the feeling and reactions based on the way we feel ○ Activating schema ● Using precise words to describe characters (example: instead of nice use loyal, generous). ● Noticing similarities between oneself and the text. ● Noticing similarities between the world and the text. ● Noticing similarities between two texts. ● Backing up ideas about characters with evidence from the text. ● Deciding on particular quotes that support ideas about characters to use as evidence to support thinking. ● Interpreting characters’ tone of voice and body language. ● Imagining what characters are thinking when the author doesn’t tell. ● Recalling what you read to attach it to new ideas as you read on. ● Knowing whose story this is and considering perspective and its effects. ● Naming the type of struggle a character faces: <ul style="list-style-type: none"> ○ Character vs. Character

- Character vs. Nature
- Character vs. Society
- Character vs. Self
- Character vs. Supernatural
- Noticing how they act/respond to events while paying attention to what/how they do it.
- Identifying patterns in their actions and the choices they make.
- Creating theories based on patterns/repeated behavior of the character.
- Growing and changing theories as stories unfold.
- Realizing characters are complex and not just one way.
 - Flat vs. Round
 - Dynamic vs. Static
- Having the ability to back up our theories with evidence from the text when adjusting them.
- Asking why characters behave the way that they do and continuing to make predictions based on these behaviors.
- Recognizing how setting can tell us so much about a character.
- Using your imagination and taking the journey with them.
- Noticing and thinking about symbols.
- Noticing and thinking about the author's craft.
- Noticing characters' motivations for their actions.
- Noticing the roles secondary characters play in the protagonist's journey to solve the problem and develop the theme:
 - To help the character solve the problem
 - Sidekick: offer humor, a listening ear, a new perspective
 - Words of wisdom
 - Working to pose a challenge for the main character

	<ul style="list-style-type: none"> ● Reflecting on how each event has an effect on the story and impacts the characters as the story unfolds. ● Realizing how stories often go: paying close attention to the climax of the story and how the main character is tested.
WALT analyze the impact of two or more individuals and events throughout the course of a text	<p>by</p> <ul style="list-style-type: none"> ● Comparing and contrasting two or more characters ● Noticing when a character acts out of character. ● Describing the relationship between characters and how it might change at points of the story.
WALT quote accurately from a text	<p>by</p> <ul style="list-style-type: none"> ● Explaining what the text says explicitly and making relevant connections when drawing inferences from the text.
<p>Module 3: Comprehending Theme Refer to Goal 7 in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
WALT have deeper conversations about literature, make connections across characters, explore themes and their complexity and how it is supported by key details	<p>by</p> <ul style="list-style-type: none"> ● Reading alertly, seeing details as meaningful. ● Uncovering life lessons or messages. ● Naming a big problem or challenge faced by the main character. ● Looking for a moment when something related to that problem shifts. ● Being open to see the text differently through other readers' eyes. ● Connecting ideas to form bigger theories. ● Using evidence from the text to support thinking. <ul style="list-style-type: none"> ● Look for new insights that form your idea. ● Pushing to connect interpretations that at first seem unrelated.

- Defining theme and making a list of common themes found in books.
- Thinking about how the character changed from the beginning to the end.
- Noticing how a character reacts to and resolves troubles.
- Paying attention to parts where your heart races because this is when you and your character learn the most.
- Reading texts closely.
- Thinking about if the theme in the story could be useful in your own life.
- Thinking about what your character stands to lose or gain.
- Recognizing that a character's mistakes can lead to lessons.
- Discovering that characters often find that whatever they need to discover is often already within them.
- Considering many parts across the story or the big picture and not just isolated events.
- Comparing how different characters connect to a common theme.
- Determining what the idea in the story means to you or to others in the world.
- Thinking about what the character knows now that they did not know earlier in the story.
- Revising your theme statement to include all perspectives.
- Considering the choices authors should have made vs. the ones they did make.
- Studying an author's goals and techniques.
- Rethinking themes to allow for more complexity.
- Considering characters who don't support the theme.
- Noticing similarities and differences:
 - Character traits
 - Between the theme
 - Either same lesson learned (example: one learns to speak up while one learns to keep quiet)

	<ul style="list-style-type: none"> ○ Between the lessons that two or more characters have learned ○ Conflicts faced ○ Socioeconomic status ○ Setting ● Identifying the problems the characters face and the reactions to them. ● Understanding one character can affect other characters. ● Naming one-word topics (issues, ideas, concepts) to determine similar themes and ideas. ● Connecting real world issues we read in books to think more deeply about our own lives.
WALT quote accurately from a text	<p>by</p> <ul style="list-style-type: none"> ● Explaining what the text says explicitly and making relevant connections when drawing inferences from the text.
WALT analyze author’s choices, point of view and perspectives	<p>by</p> <ul style="list-style-type: none"> ● Comparing and contrasting the author’s approaches across two or more literary texts. ● Explaining how a series of chapters, scenes or stanzas fit together to provide the overall structure of a story, drama, or poem. ● Describing how a narrator’s or speaker’s point of view influences how events are described and how that may influence the reader’s interpretation.

Diversity Mandate Lesson Plans

October - Oliver Button is a Sissy by Tomie dePaola

November - Fly Away Home by Eve Bunting

January- William AKA Bill by Tanya Sousa

April/May: Brothers in Hope by Mary Luana Williams

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs	<ul style="list-style-type: none">● Use various methods to understand a student’s learning style: observation, surveys, conferring, reading with students.● Ask students to recall together what they already learned in ways that activate their prior knowledge.● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.● Provide students with their own copies of the text that they can read independently.● Provide graphic organizers for tracking actions.● Provide guided notes on growing and changing your theories about characters.● Use visuals and audio clips to depict secondary characters.● Provide opportunities for students to turn and talk.● Discuss and model timelines for students.● Provide direct and explicit instruction as needed in strategies, skills, grammar.● Provide individual copies of books that will allow students to track changes.● Use hands-on activities when possible.● Use preferential seating.● Use flexible grouping.● Use pre-assessment data to drive instruction.● Use IEP goals and modifications.
Students with 504s	<ul style="list-style-type: none">● Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students.● Ask students to recall together what they already learned in ways that activate their prior knowledge.● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.● Provide students with their own copies of the text that they can read independently.● Provide graphic organizers for tracking actions.● Provide guided notes on growing and changing your theories about characters.● Use visuals and audio clips to depict secondary characters.● Provide opportunities for students to turn and talk.

	<ul style="list-style-type: none"> ● Discuss and model timelines for students. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction. ● Use 504 goals and modifications.
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn and talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use pre-assessment data to drive instruction. ● This refers to students in class who are ● Refer to ideas on Reading Supports Tier II site.
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Allow students to demonstrate mastery. ● Allow independent study to expand on characters and how they connect to the real world. ● Provide additional resources to develop and further levels of understanding. ● Provide opportunities for students to turn and talk.

	<ul style="list-style-type: none"> ● Use flexible groupings. ● Use pre-assessment data to drive instruction. ● Use more advanced texts.
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Allow handheld translators. ● Provide additional conferencing time. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Build and/or use anchor charts character and making predictions with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn-and-talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction.

Diversity Mandate Lesson Plans

October - Oliver Button is a Sissy by Tomie dePaola

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December- William AKA Bill by Tanya Sousa

Unit 2 Nonfiction Growing Ideas and Increasing Stamina (December to January)

Unit Overview

In the Growing Ideas about Nonfiction and Increasing Stamina Reading Unit, students will harness all they know about the differences between expository and narrative structure in order to learn about the world and the things in it. They will interact with nonfiction in a variety of forms, media, and structures. This unit is geared toward keeping a keen eye on structure as it can vary across and within texts. Students will also notice these structures in a variety of media. Readers will synthesize information to identify the main idea of texts. They will extract key details and use appropriate note-taking skills to keep track of the information they are learning. They will activate prior knowledge to monitor for sense and understanding. As students read, they will think about how all of the details fit together and assess for understanding. Students will also look at narrative nonfiction texts and gather information and ideas while paying attention to the story structure. They will read hybrid texts with power and take in all of the information they have learned about expository and narrative nonfiction texts. Students will share what they know with reading partners to strengthen and build their understanding. Throughout the unit, students will consistently find time to reflect on themselves as readers and establish new goals.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

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.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundations Skills Writing

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2 B A. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading Domain

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.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

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.

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.

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.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.

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.

Writing Domain

W.IW.5.2.D.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.NW.5.3.D.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Speaking and Listening Domain

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. A. 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.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management.
CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Assessment	
Benchmark	<p>DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II</p> <p>OPS Reading Assessment administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, and/or comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
Possible Ongoing Assessments	<ul style="list-style-type: none"> ● Post its with students thinking about the text ● Sharing goals ● Anchor charts/bulletin boards to visualize goal ● Conferring ● Partner talk and discussion
Possible Notebook Entries	<ul style="list-style-type: none"> ● Nonfiction Expository Texts ● Post-its ● Stop and jots ● Reading goals ● Make a connection: text to text, text to self, text to world ● Boxes and bullets structure ● Identify the main idea ● Stopping and thinking about how all of the information fits together ● Synthesize across texts ● Narrative Nonfiction Texts ● Post-its, both information and story structure ● Theories about characters ● Text evidence to support thinking ● Stop and jots about main idea, information, and story structure ● Stopping and thinking about how all of the information fits together ● Home Response Book

- Read and get 100% on a predetermined number of Newsela Articles.
- If they get one incorrect, jotting about why the correct answer is the best answer.
- Create a theory using their independent fiction novel per week.
- SWBST
- Post-its to fuel book club discussions

Materials/Resources

Suggested Read Aloud Texts

Independent Dames by Laurie Halse Anderson
 The Boy Who Harnessed the Wind by William Kamkwamba
 Toys! Amazing Stories Behind Some Great Inventions by Don Wulffson
 Phineas Gage by John Fleischman
 The Undersea World of Jacques Cousteau by Dan Yaccarino

Mandatory Vocabulary Text

[First Day in Grapes - L. King Perez](#)

Additional Vocabulary Texts

Through My Eyes by Ruby Bridges
 1607: A New Look at Jamestown by Karen E. Lange
 Rachel Carson and Her Book That Changed the World by Laurie Lawlor
 Change Sings: A Children's Anthem by Amanda Gorman
 Harlem Grown: How One Big Idea Transformed A Neighborhood by Tony Hillery

Additional Resources

Videos

[Philippe Petit: Man on Wire](#) by Philippe Petit
[Silly Putty Video](#)
[Silly Putty Video 2](#)
[Lego Story](#)
[Surviving Hurricane Carla Text Set](#)
[Relevant Newsela Articles](#)
[Flocabulary Nonfiction](#)
[Text Structure](#)
[Liberty's Kids Videos](#)
[BrainPop Main Idea Video](#)
[Liberty's Kids](#)

Scholastic News

Serravallo, J. (2023). *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers*. Heinemann Educational Books.
 Walpole, S. (2020). *Differentiated literacy instruction in grades 4 and 5 : strategies and resources*. The Guilford Press.

Reading Rockets article: [Guide to Choosing Words to Teach](#)

Poems Are Teachers: How Studying Poetry Strengthens Writing in All

	<p><i>Genres</i> by Amy Ludwig VanDerwater (Foreword by Katherine Bomer) (teacher resource)</p> <p>The Poem Farm (by Amy Ludwig VanDerwater)</p> <p>SOR Folder of Activities</p>
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Vocabulary Read-Aloud Texts	
Texts with link to Vocabulary Words	Possible Activities
<p>Mandatory Texts First Day in Grapes - L. King Perez</p> <p>Additional Suggested Texts Suggested Word Study Focus- Choose words that focus on prefixes for Grade 5 from THIS list.</p> <ul style="list-style-type: none"> ● <i>Through My Eyes</i> by Ruby Bridges ● <i>1607: A New Look at Jamestown</i> by Karen E. Lange ● <i>Rachel Carson and Her Book That Changed the World</i> by Laurie Lawlor ● <i>Change Sings: A Children's Anthem</i> by Amanda Gorman ● <i>Harlem Grown: How One Big Idea Transformed A Neighborhood</i> by Tony Hillery 	<ul style="list-style-type: none"> ● Flashcards (index cards) ● Matching Sheet ● Riddle Sheet ● Charades ● Pictionary ● Crossword Puzzles ● Kahoot! ● Creative Writing: Sentences & Short Scenes ● Illustrations with Captions ● The Word Professor Game (Groups of 3-5): One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor. <p>How to Make Morphology Instruction Multisensory- This article includes ideas to use multi-sensory instruction to teach affixes and base words.</p> <p>Refer to Strategy 11.1 Be Word Conscious and Curious in Goal 11 in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) for additional ideas.</p>

Module 1: Using Knowledge of Text Features to Understand Nonfiction

Refer to Goal 10 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this unit.

Learning Goal/Objective	Suggested Learning Activities
We are learning to/that by engaging in this task
WALT extract key ideas and details within multimedia resources by...	by <ul style="list-style-type: none">● Identifying the difference between nonfiction and fiction.● Drawing conclusions about texts.● Identifying the expository text structure.● Thinking about how the subheadings contribute to understanding.● Identifying key text structures:<ul style="list-style-type: none">○ Problem and Solution○ Chronological Order○ Box and Bullet○ Compare and Contrast○ How To○ Pro/Con● Making sure that whatever note taking tool readers choose fits with and reflects the big ideas of the text.● Questioning: “What will I most likely learn about?”● Interpreting visuals.● Defining domain specific vocabulary.● Thinking about the content vocabulary readers will encounter.● Noticing text features and how they contribute to the overall meaning:<ul style="list-style-type: none">○ Labels○ Maps○ Table of contents○ Headings

	<ul style="list-style-type: none"> ○ Captions ○ Diagrams ● Using boxes and bullets structure to stop and jot writing the main idea and supporting details ● Confirming, revising, and adding to prior knowledge ● Noticing when the topic has changed, even if there isn't a new heading, and jotting our own heading for that section ● Answering questions that we have as we are reading. ● Reading another text to answer the bigger questions that lead us from text to text. ● Digging deeply when responding to a text: <ul style="list-style-type: none"> ○ But I wonder... ○ I used to think that.... But now I am realizing.... ● Collecting information in different ways: <ul style="list-style-type: none"> ○ Boxes & Bullets ○ Timelines ○ Graphs ○ T-chart ● Reading with different lenses to notice more ● Listening carefully for the big ideas and jotting notes as boxes and bullets in order to capture the important learning within the video clip. ● Jotting the important details readers hear and then choosing a heading for the details. ● Reviewing the video clip for clarity when things seem foggy. ● Looking not only at what is written on the screen but what is the important information
<p>WALT 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</p>	<p>by</p> <ul style="list-style-type: none"> ● Reading excerpts from various sources. ● Noticing the genre of the texts. ● Reading multiple texts and media that share the same structure. ● Synthesizing across texts.

	<ul style="list-style-type: none"> ● Pausing, reflecting, jotting, and thinking later about those connections.
<p>WALT 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.</p>	<p>by</p> <ul style="list-style-type: none"> ● Noticing the perspective from which the article is written. ● Noticing differences in point of view.
<p>Module 2: Digging Deeper into a Variety of Nonfiction Texts Refer to Goal 8: Comprehending Topics and Main Ideas and Goal 9: Comprehending Key Details in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this unit.</p>	
<p>WALT identify the main idea by...</p>	<p>by</p> <ul style="list-style-type: none"> ● Retelling and summarizing the main points of the text. ● Asking what the text is mostly about and how all of the other details connect with this. ● Using the headings to determine the importance. ● Looking for repeated words. ● Using the first or last sentence to gather meaning. ● Listing supporting details. ● Determining how it all fits together. ● Dissecting <i>Newsela</i> articles: <ul style="list-style-type: none"> ○ Annotating the text ○ Highlighting important information ○ Referring to the text when answering a text dependent question ○ Looking at the questions ahead of time

<p>WALT understand how the structure of narrative can be applied to non-fiction</p>	<p>by</p> <ul style="list-style-type: none"> ● Activating prior knowledge similarly to how it is done in fiction: <ul style="list-style-type: none"> ○ Discussing characteristics of fiction ○ Discussing characters and character traits ○ Noting that fiction has a beginning, middle, and end ○ Noting that fiction has a conflict, protagonist, antagonist, theme, message, etc. ● Noticing the shifts in structure and switching their approach to reading, thinking, and jotting ● Realizing most narrative nonfiction has a typical focus. ● Realizing narrative nonfiction texts are based on real events and real people ● Gathering information and ideas while also following the story structure with literary elements ● Using Post-it notes to reflect information and story. ● Identifying the who, what, where, when. ● Thinking what lessons we are learning: <ul style="list-style-type: none"> ○ Struggles ○ Hope ○ Wants ○ Needs ○ Wishes ● Paying attention to the characters, their traits, their interactions, motivations and life choices ● Thinking about what you know about the person, animal, topic and blend those skills to deepen understanding.

	<ul style="list-style-type: none"> ● Thinking about what obstacles stand in the way of the characters ● Identifying the theme based on how the characters overcome their struggle, usually ending in a great achievement or a great disaster ● Finding and keeping track of the underlying ideas. ● Viewing narrative videos on various websites
<p>WALT hybrid text may switch structure and thinking</p>	<p>by</p> <ul style="list-style-type: none"> ● Comparing and contrasting structures. ● Synthesizing across texts, structures and media. ● Realizing the unpredictable setup of hybrid text (narrative and expository). ● Activating prior knowledge. ● Noting that some texts may begin with a story, a letter, a diary entry, or a mini biography and then move to expository text. ● Immersing themselves in hybrid structure. ● Questioning “What am I learning or What is this teaching me? And How does it fit?” ● Analyzing what is on the page or section and determining how it fits together. ● Reflecting on what they have learned and how their thinking is different after reading this text. ● Writing long and strong about what they learned.
<p>WALT quote accurately from an informational text</p>	<p>by</p> <ul style="list-style-type: none"> ● Explaining what the text says explicitly and making relevant connections when drawing inferences from the text.

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs

- Use various methods to understand a student’s learning style: observation, surveys, conferring, reading with students.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories about characters.
- Use visuals and audio clips to depict secondary characters.
- Provide opportunities for students to turn and talk.
- Discuss and model timelines for students.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Provide individual copies of books that will allow students to track changes.
- Use hands-on activities when possible.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use IEP goals and modifications.

Students with 504s

- Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories about characters.
- Use visuals and audio clips to depict secondary characters.
- Provide opportunities for students to turn and talk.
- Discuss and model timelines for students.

	<ul style="list-style-type: none"> ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction. ● Use 504 goals and modifications.
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn and talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use pre-assessment data to drive instruction. ● This refers to students in class who are ● Refer to ideas on Reading Supports Tier II site.
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Allow students to demonstrate mastery. ● Allow independent study to expand on characters and how they connect to the real world. ● Provide additional resources to develop and further levels of understanding. ● Provide opportunities for students to turn and talk. ● Use flexible groupings.

	<ul style="list-style-type: none"> ● Use pre-assessment data to drive instruction. ● Use more advanced texts.
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Allow handheld translators. ● Provide additional conferencing time. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Build and/or use anchor charts character and making predictions with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn-and-talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction.

Unit 3: Historical Fiction (February to March)

Unit Overview

In the Historical Fiction unit, students will be introduced to numerous historical elements and topics within historical fiction texts. They will use clues from the text to determine what life was like during that time period. Using evidence from the text, students will break apart historical fact from the author's craft. Readers will use their knowledge of the events and outside research to fact check the historical accuracy of their independent novel. Students will also learn to think like a character of that time period and see the story through a secondary character's perspective.

Historical fiction offers us the opportunity to be lifted out of ordinary lives and imagine lives of great adventure and heroism. It allows students to live vicariously through the eyes of historical children who act so much more grown-up, with so much more responsibility than they have in their fifth-grade lives. Historical fiction is inherently complicated—it happens in a time and a place the reader has never inhabited, the characters are entangled in historical and social issues of grand significance, and the events of the story are intimately related to real historical events. This unit will teach students to turn to their nonfiction books and articles when seeking to understand more about a time period or when trying to understand a historical backdrop. The goal is for students to emerge from this unit of study as knowledgeable readers who have new confidence in tackling complicated literature.

Standards Addressed in this Unit

Language Domain: Foundational Skills Reading

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.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundational Skills Writing

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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.

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2 B A. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading Domain

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.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.

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.

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.

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.

Writing Domain

W.IW.5.2.D. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.NW.5.3.D. D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Speaking and Listening Domain

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. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Assessment

Benchmark	<p>DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II</p> <p>OPS Reading Assessment administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, and/or comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
Possible Ongoing Assessments	<ul style="list-style-type: none">● Post-its● Partner talk● Time Period Book Club Groups● Read aloud a part in the voice of your character
Possible Notebook Entries	<p>Possible Ongoing Reading Notebook Entries</p> <ul style="list-style-type: none">● Stop and jot about the text● Write a paragraph: “This is the type of person who is...”● Use evidence: “What in the text makes you think that?”● Chart clues to show what life was like in the time period● Create goals● Assess strengths as a reader● Stop and jot about perspectives● SWBST● Post-its to fuel book club discussions

Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p>Cats of Krasinski Square by Karen Hesse and Wendy Watson Star of Fear, Star of Hope by Jo Hoestlandt The Yellow Star: The Legend of King Christian X of Denmark by Carmen Agra Deedy The Butterfly Patricia Polacco Rose Blanche by Roberto Innocenti Freedom Summer by Deborah Wiles Peppe the Lamplighter by Elisa Bartone Brothers In Hope By Mary Luana Williams Pink and Say by Patricia Polacco Inside Out and Back Again by Thanhha Lai</p> <p>Mandatory Vocabulary Text Freedom on the Menu by Carole Boston Weatherford</p> <p>Additional Vocabulary Texts</p> <ul style="list-style-type: none"> ● <i>Fred Koramatsu Speaks Up</i> by Laura Atkins ● <i>How do you spell unfair? : MacNolia Cox and the National Spelling Bee</i> by Carole Boston Weatherford ● <i>111 Trees: How One Village Celebrates the Birth of Every Girl</i> by Rina Singh 	<p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p> <p>Reading Rockets article: Guide to Choosing Words to Teach SOR Folder of Activities</p>

Vocabulary Read-Aloud Texts	
Texts with link to Vocabulary Words	Possible Activities
<p>Mandatory Texts Freedom on the Menu - Carole Boston Weatherford</p> <p>Additional Suggested Texts</p>	<ul style="list-style-type: none"> ● Flashcards (index cards) ● Matching Sheet ● Riddle Sheet ● Charades

Suggested Word Study Focus- Choose words that focus on suffixes for Grade 5 from [THIS](#) list.

- *Fred Koramatsu Speaks Up* by Laura Atkins
- *How do you spell unfair? : MacNolia Cox and the National Spelling Bee* by Carole Boston Weatherford
- *111 Trees: How One Village Celebrates the Birth of Every Girl* by Rina Singh

- Pictionary
- [Crossword Puzzles](#)
- [Kahoot!](#)
- Creative Writing: Sentences & Short Scenes
- Illustrations with Captions
- The Word Professor Game (Groups of 3-5):

One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor.

[How to Make Morphology Instruction Multisensory](#)- This article includes ideas to use multi-sensory instruction to teach affixes and base words.

Refer to Strategy 11.1 Be Word Conscious and Curious in Goal 11 in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) for additional ideas.

Module 1: Learning about the Time Period of the Text

Refer to Goal 2: Engagement and Motivation (Focus on Lessons 2.21-2.26) in *The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers* by Serravallo, J. (2023) to support this module.

Learning Goal/Objective

We are learning to/that . . .

WALT analyze the impact of two or more individuals and events throughout a time period in history.

Suggested Learning Activities

. . . by engaging in this task

- by
- Gathering background knowledge and reflecting on the historical context of the story.
 - Reading nonfiction texts or viewing clips of videos that provide background information for the period in history.

	<ul style="list-style-type: none"> ● Checking for historical accuracy: <ul style="list-style-type: none"> ○ Using <i>Newsela</i> ○ Using Google Junior
<p>Module 2: Deep Comprehension and Synthesis of Complex Story Elements Refer to Goal 5: Comprehending Plot and Setting, Goal 6: Comprehending Characters, and Goal 7: Comprehending Theme in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) to support this module.</p>	
<p>WALT explore how one historical event may change the students understanding through their exploration of a character</p>	<p>by</p> <ul style="list-style-type: none"> ● Identifying the time period and event they are focusing on. ● Identifying the protagonist and the perspective. ● Identifying clues that help them to understand what life was like during the time period they are reading about: <ul style="list-style-type: none"> ○ Vocabulary ○ Characters ○ Countries ○ Dates ○ Objects ○ Socioeconomic status ○ Environment ● Paying attention to the setting and thinking about clues that set it apart from another time in history. ● Paying close attention to the historical conflict and the character conflict. ● Noticing keywords and domain specific vocabulary to see what life was like. ● Creating theories about characters and using text evidence to support their thinking. ● Identifying the motivations of characters. ● Paying attention to the groups that characters belong to: <ul style="list-style-type: none"> ○ Race ○ Gender ○ Religion

	<ul style="list-style-type: none"> ○ Culture ○ Traditions ○ Age ● Identify a common theme using strategies from previous theme ideas. ● Noticing the flow of events in a story so that they can consider how the order of events helps us understand the main idea. ● Identifying a main idea of the text using strategies from the previous nonfiction unit. ● Identifying tension and suspenseful moments. ● Comparing different cultures. ● Developing opinions about the text and using evidence to back them up. ● Identifying traits of secondary characters and using evidence from the text to back them up. ● Noticing the author’s craft and how it affects the development of the story. ● Thinking about the motivations behind the secondary characters’ actions. ● Thinking about the secondary characters’ internal thoughts.
<p>WALT analyze the impact of two or more individuals and events throughout the course of a text</p>	<p>by</p> <ul style="list-style-type: none"> ● Comparing events in one historical fiction story to another so that they can draw conclusions about different times in history.
<p>WALT analyze multiple accounts of the same event</p>	<p>by</p> <ul style="list-style-type: none"> ● Thinking about what they already know about an event in history and using it to connect to new information. ● Noticing the author’s perspective and how it affects the development of the story. ● Evaluating the quality of illustrations in a story so they can determine how they add to the meaning.

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs

- Use various methods to understand a student’s learning style: observation, surveys, conferring, reading with students.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories about characters.
- Use visuals and audio clips to depict secondary characters.
- Provide opportunities for students to turn and talk.
- Discuss and model timelines for students.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Provide individual copies of books that will allow students to track changes.
- Use hands-on activities when possible.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use IEP goals and modifications.

Students with 504s

- Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories about characters.
- Use visuals and audio clips to depict secondary characters.

	<ul style="list-style-type: none"> ● Provide opportunities for students to turn and talk. ● Discuss and model timelines for students. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction. ● Use 504 goals and modifications.
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn and talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use pre-assessment data to drive instruction. ● This refers to students in class who are ● Refer to ideas on Reading Supports Tier II site.
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Allow students to demonstrate mastery. ● Allow independent study to expand on characters and how they connect to the real world. ● Provide additional resources to develop and further levels of understanding.

	<ul style="list-style-type: none"> ● Provide opportunities for students to turn and talk. ● Use flexible groupings. ● Use pre-assessment data to drive instruction. ● Use more advanced texts.
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Allow handheld translators. ● Provide additional conferencing time. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Build and/or use anchor charts character and making predictions with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn-and-talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction.

[Diversity Mandate Lesson Plans](#)

April/May: Brothers in Hope by Mary Luana Williams

Unit 4: Standardized Test Prep (April to Mid May)

Unit Overview

In the Demonstrating Text Comprehension in a Variety of Genres Unit, students will read both narrative and informational texts and generate literal comprehension on what the text states as well as drawing inferences from what might be hidden. Students will also continue to develop their ability to state a belief and support it using textual evidence. Students will build on this knowledge by applying it to texts and their corresponding multiple-choice questions. They will learn how to determine whether the question is literal and they can look back for the answer or if they need to draw an inference. Students will reinforce narrative and informational reading strategies that they have learned throughout the year and apply them to the genre of standardized testing. Students will monitor their own comprehension and be given tools to help them work through testing roadblocks. Students will also have the opportunity to bring a scene from their books to life through a theatre performance, reflecting on the connection between theatre and community, and discussing the impact of global issues on the arts.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

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.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundations Skills Writing

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.VL.5.2 B A. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph,

photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading Domain

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.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).

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.

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).

Writing Domain

W.IW.5.2.D.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.NW.5.3.D.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Speaking and Listening Domain

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. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Theatre 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Assessment

Benchmark	<p>DIBELS assessments administered beginning, middle, and end of year to all students. Students scoring strategic will be progress monitored as part of Tier II</p> <p>OPS Reading Assessment administered beginning, middle, and end of year to all students. Students not meeting expectations for text complexity, fluency, and/or comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
Possible Ongoing Assessments	<ul style="list-style-type: none"> ● Current standardized assessment practice tests ● Timed stamina assessments ● Annotated piece of text ● Listening to turn and talk conversation to reiterate understanding
Possible Notebook Entries	<ul style="list-style-type: none"> ● Stop and jot test notes ● Proof of correct and incorrect answers

Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p>NJ Assessment Resource Center-Practice Tests Excerpts from the following: <i>Ida B</i> by Katherine Hannigan <i>Moon Over Manifest</i> by Clare Vanderpool <i>The Youngest Girl in Fifth Grade</i> by Angela Brazil <i>The Amazing Penguin Rescue</i> by Lauren Tarshis <i>The Amazing Penguin Rescue</i> by Dyan DeNapoli <i>Endangered Penguins Caught in Oil Spill Video</i> Mandatory Vocabulary Text "Dangerous crossing : The Revolutionary Voyage of John and John Quincy Adams" by Stephen Krensky</p>	<p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p> <p>Reading Rockets article: Guide to Choosing Words to Teach SOR Folder of Activities</p>

Vocabulary Read-Aloud Texts

Texts with link to Vocabulary Words	Possible Activities
<p>Mandatory Texts "Dangerous crossing : The Revolutionary Voyage of John and John Quincy Adams" by Stephen Krensky</p> <p>Additional Suggested Texts Suggested Word Study Focus- Choose words that focus on roots for Grade 5 from THIS list.</p>	<ul style="list-style-type: none"> • Flashcards (index cards) • Matching Sheet • Riddle Sheet • Charades • Pictionary • Crossword Puzzles • Kahoot! • Creative Writing: Sentences & Short Scenes • Illustrations with Captions • The Word Professor Game (Groups of 3-5): One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor. <p>How to Make Morphology Instruction Multisensory- This article includes ideas to use multi-sensory instruction to teach affixes and base words.</p> <p>Refer to Strategy 11.1 Be Word Conscious and Curious in Goal 11 in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) for additional ideas.</p>

Module 1: Bringing It All Together

Refer to Grade 5 ELA practice tests in [NJ Assessment Resource Center-Practice Tests](#) to support this module.

Learning Goal/Objective We are learning to/that . . .	Suggested Learning Activities . . . by engaging in this task
WALT apply reading strategies for fiction	by <ul style="list-style-type: none">● Reading grade level texts with purpose and understanding.● Quoting accurately from a text● Determining a theme of a story, drama, or poem using details from the text● Comparing and contrasting two or more characters and events● Comprehending literature including stories, dramas, and poetry.● Thinking how authors use reasoning and evidence to support a particular point in a text● Summarizing a written text● Determining a genre and setting a purpose for reading.● Identifying the conflict or character struggle● Understanding character perspective● Creating a mind-movie and thinking about the connection between how a character acts and their inner thoughts to gain a deeper understanding of the character.
WALT apply reading strategies for non-fiction by	by <ul style="list-style-type: none">● Drawing on information from multiple print or digital sources.● Demonstrating the ability to locate an answer within a text.● Explaining how the author uses reasoning and evidence to support particular points.● Synthesizing main idea across text.● Summarizing the text.● Using text features to support thinking.

	<ul style="list-style-type: none"> ● Understanding how text features contribute to the overall meaning. ● Identifying the text structure and thinking about how it contributes to the overall meaning. ● Thinking about what the text is mostly about.
WALT revisit a scene from any past reading and bring it to life through the theatre performance expectations by	<ul style="list-style-type: none"> ● Making decisions on how to portray the character, including props, scenery, and technical elements such as sound effects and lighting. Refer to the Theatre Curriculum.

<p style="text-align: center;">Modifications</p> <p style="text-align: center;"><i>These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.</i></p>	
Students with IEPs	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, reading with students. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories about characters. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn and talk. ● Discuss and model timelines for students. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction. ● Use IEP goals and modifications.

<p>Students with 504s</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories about characters. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn and talk. ● Discuss and model timelines for students. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction. ● Use 504 goals and modifications.
<p>Students at Risk</p>	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn and talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use pre-assessment data to drive instruction.

	<ul style="list-style-type: none"> ● This refers to students in class who are ● Refer to ideas on Reading Supports Tier II site.
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Allow students to demonstrate mastery. ● Allow independent study to expand on characters and how they connect to the real world. ● Provide additional resources to develop and further levels of understanding. ● Provide opportunities for students to turn and talk. ● Use flexible groupings. ● Use pre-assessment data to drive instruction. ● Use more advanced texts.
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Allow handheld translators. ● Provide additional conferencing time. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Build and/or use anchor charts character and making predictions with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn-and-talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction.

Unit 5: Nonfiction Journalism (Mid-May to June)

Unit Overview

In the Reading in Content Areas unit, readers will become reporters of their community by reading like a journalist. This unit is the reading and research portion of the corresponding writing unit (Journalism). Students will look at the world through the eyes of an observer, noticing what makes a reputable source. They will research and read about topics that they are passionate about. They will also get an idea of how a newscast is run by viewing Teen Kids News, teen journalists in action. They will look at a wide variety of different types of news sources including newspapers, magazines, Scholastic News, and Newsela. As they read, they will analyze the format of news stories in order to prepare them to write. They will take notice of the strong and precise language the authors use to captivate their audience.

Standards Addressed in this Unit

Language Domain: Foundation Skills Reading

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.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Domain: Foundations Skills Writing

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Reading Domain

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
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.
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.
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).
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.

Writing Domain

W.IW.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.NW.5.3. D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
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.

Speaking and Listening Domain

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. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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.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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.1.5.DA.2: Compare the amount of storage space required for different types of data.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Media Arts

1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.

Assessment

Benchmark

DIBELS assessments administered beginning, middle, and end of year to all students.

	<p>Students scoring strategic will be progress monitored as part of Tier II</p> <p>OPS Reading Assessment administered beginning, middle, and end of year to all students.</p> <p>Students not meeting expectations for text complexity, fluency, and/or comprehension will be progress monitored as part of Tier II</p> <p>Linkit! Benchmark Assessment</p>
Possible Ongoing Assessments	<ul style="list-style-type: none"> ● Partner talk ● Student-taught research ● Student-created parody based on the year’s curriculum ● Student-created news stories from <i>Journalism Writing Unit</i>
Possible Notebook Entries	<ul style="list-style-type: none"> ● Jotting news leads ● Keeping track of vivid language ● Keeping track of the 5Ws ● Noticing the upside down triangle structure ● Becoming reporters of the community by jotting down ideas

Materials/Resources	
Suggested Read Aloud Texts	Additional Resources
<p>Teen Kids News - Students news reporting</p> <p>Relevant Newsela articles</p> <p>Resource Wiki Page</p> <p>Scholastic News Magazines</p> <p>Mandatory Vocabulary Text</p> <p>I Was Dreaming to Come to America - Veronica Lawlor</p> <p>Additional Vocabulary Texts</p> <p><i>Migrant Mother: How A Photograph Defined the Great Depression</i> by Don Nardo</p> <p><i>Neighborhood Odes</i> by Gary Soto</p>	<p>Serravallo, J. (2023). <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i>. Heinemann Educational Books.</p> <p>Walpole, S. (2020). <i>Differentiated literacy instruction in grades 4 and 5 : strategies and resources</i>. The Guilford Press.</p> <p>Reading Rockets article: Guide to Choosing Words to Teach</p> <p>SOR Folder of Activities</p>

<p><i>Starved: Endangered Water and Food Supplies</i> by Alex David <i>The Dreadful Smelly Colonies</i> by Elizabeth Raum</p>	
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Vocabulary Read-Aloud Texts

Texts with link to Vocabulary Words	Possible Activities
<p>Mandatory Texts I Was Dreaming to Come to America - Veronica Lawlor</p> <p>Additional Suggested Texts <i>Migrant Mother: How A Photograph Defined the Great Depression</i> by Don Nardo <i>Neighborhood Odes</i> by Gary Soto <i>Starved: Endangered Water and Food Supplies</i> by Alex David <i>The Dreadful Smelly Colonies</i> by Elizabeth Raum</p>	<ul style="list-style-type: none"> • Flashcards (index cards) • Matching Sheet • Riddle Sheet • Charades • Pictionary • Crossword Puzzles • Kahoot! • Creative Writing: Sentences & Short Scenes • Illustrations with Captions • The Word Professor Game (Groups of 3-5): One student, the word professor, will say the definition. The other players will write the vocabulary word on a dry-erase board. Each student with a correct answer will get one point. They will make tally marks to self-score. The player with the most points will become the next word professor. <p>Refer to Strategy 11.1 Be Word Conscious and Curious in Goal 11 in <i>The Reading Strategies Book 2.0: Your Research-Based Guide to Developing Skilled Readers</i> by Serravallo, J. (2023) for additional ideas.</p>

Module 1: Reading Like a Journalist

Learning Goal/Objective	Suggested Learning Activities
<p>We are learning to/that . . .</p>	<p>. . . by engaging in this task</p>

<p>WALT observe information from different lenses and take into account multiple perspectives</p>	<p>by</p> <ul style="list-style-type: none"> ● Noticing the objective reporter’s tone. ● Identifying the upside down pyramid structure. ● Identifying the differences between a narrative and a news story. ● Noticing the firsthand accounts used to support stories. ● Observing the world around them. ● Paying attention to the hidden and obvious stories. ● Noticing the craft of news stories. ● Identifying the 5Ws and H of the story. ● Researching and looking for new insights. ● Reading many different articles on the same topics. ● Keeping in mind differing perspectives and lenses. ● Looking at all sides of a story. ● Noticing the endings of news stories and how they leave the reader thinking. ● Noticing the background information given. ● Becoming editors and checking news stories for all they have learned. ● Identifying the significance of headlines. ● Noticing the role of cartoons, illustrations, or photographs.
<p>WALT use precise language and domain-specific vocabulary to inform about or explain the topic WALT use concrete words and phrases and sensory details to convey experiences and events precisely</p>	<p>by</p> <ul style="list-style-type: none"> ● Noticing the precise vivid language used to dramatize events. ● Noticing sensory words. ● Choosing precise words that help to visualize the event. ● Noticing the choice of words a journalist uses.
<p>Module 2: Reporting News Like a Journalist</p>	
<p>WALT use precise language and domain-specific vocabulary to inform about or explain the topic WALT use concrete words and phrases and sensory details to convey experiences and events precisely</p>	<p>by</p> <ul style="list-style-type: none"> ● Noticing the precise vivid language used to dramatize events. ● Noticing sensory words. ● Choosing precise words that help to visualize the event.

	<ul style="list-style-type: none"> ● Noticing the choice of words a journalist uses.
<p>WALT analyzes 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.</p>	<p>by</p> <ul style="list-style-type: none"> ● Become reporters of their community. ● Researching topics based on their desire to learn more. ● Thinking about what questions the journalist may have asked in order to write this article. ● Collaborating with their peers by applying speaking & listening skills and accountable talk strategies practiced throughout the year. ● Planning for a news broadcast by meeting in news teams, assigning stories, starting research, taking notes and writing interview questions. ● LINK: Who wants to be an interviewer? ● LINK: Interviewer Doc ● LINK: 5Ws & 1H Graphic Organizer (Use for scripts!) ● Preparing for news broadcasts by writing scripts with strong leads (5Ws & 1H) and rehearsing speaking parts. ● Unit Launch Link: Leads: 5Ws & 1H ● Enhancing a newscast presentation with peers by adding photos and video & music links. ● "Showing what they know" about journalism by presenting published newscasts to their peers. ● Identifying and discussing the pros and cons of technology in journalism today. ● Discussing how technology has changed the journalism profession. ● LINK: Newscaster Behaviors & Meet Walter Cronkite! ● Comparing and contrasting the different types of devices needed to record interviews and make decisions on which is the most efficient by exploring various options. (iPads/iPhones vs. Chromebooks, use of tripod vs. handheld) ● Reviewing their recorded work. ● Link to more details of project.

Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Students with IEPs

- Use various methods to understand a student’s learning style: observation, surveys, conferring, reading with students.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories about characters.
- Use visuals and audio clips to depict secondary characters.
- Provide opportunities for students to turn and talk.
- Discuss and model timelines for students.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Provide individual copies of books that will allow students to track changes.
- Use hands-on activities when possible.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use IEP goals and modifications.

Students with 504s

- Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories about characters.
- Use visuals and audio clips to depict secondary characters.

	<ul style="list-style-type: none"> ● Provide opportunities for students to turn and talk. ● Discuss and model timelines for students. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction. ● Use 504 goals and modifications.
Students at Risk	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, conferring, and reading with students. ● Ask students to recall together what they already learned in ways that activate their prior knowledge. ● Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn and talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use pre-assessment data to drive instruction. ● This refers to students in class who are ● Refer to ideas on Reading Supports Tier II site.
Talented and Gifted	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring.. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Allow students to demonstrate mastery. ● Allow independent study to expand on characters and how they connect to the real world. ● Provide additional resources to develop and further levels of understanding.

	<ul style="list-style-type: none"> ● Provide opportunities for students to turn and talk. ● Use flexible groupings. ● Use pre-assessment data to drive instruction. ● Use more advanced texts.
Multilingual Learners	<ul style="list-style-type: none"> ● Use various methods to understand a student’s learning style: observation, surveys, and conferring. ● Allow handheld translators. ● Provide additional conferencing time. ● Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge. ● Build and/or use anchor charts character and making predictions with students and continually refer to them as you teach. ● Provide students with their own copies of the text that they can read independently. ● Provide graphic organizers for tracking actions. ● Provide guided notes on growing and changing your theories. ● Use visuals and audio clips to depict secondary characters. ● Provide opportunities for students to turn-and-talk. ● Discuss and model timelines. ● Provide direct and explicit instruction as needed in strategies, skills, grammar. ● Provide individual copies of books that will allow students to track changes. ● Use hands-on activities when possible. ● Use preferential seating. ● Use flexible grouping. ● Use pre-assessment data to drive instruction.