English Language Arts

Grade 5

BOARD APPROVAL DATE: August 2020

BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised 2016

Unit Overview (Standards Coverage)				
Unit	**Standards**	**Unit Focus**	**Skills Overview**	**Suggested Pacing**
Unit 1	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RI.5.1, RI.5.4, RF.5.3, RF.5.4, W.5.2, W.5.3,W.5.4, W.5.5, W.5.7, W.5.9, L.5.1, L.5.2, L.5.4, L.5.5, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6,	**Realistic Fiction and Modern Fantasy**	<u>READING</u> ● Find and cite evidence ● Figurative language ● Context Clues ● Theme ● Characters ● Text Structure ● Point of View ● Comparing texts <u>WRITING</u> ● Write About Reading ● Narrative Writing ● Literary Essay	60 Days
Unit 2	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.10 RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.4, RI.5.6, RI.5.7,RI.5.8, RI.5.9, RI.5.10, RF.5.3, RF.5.4, W.5.1, W.5.2,,W.5.4, W.5.5, W.5.6,W.5.7, W.5.8, W.5.9, W.5.10, L.5.1, L.5.2, L.5.3, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6,	**Social Issues and Expository Nonfiction**	<u>READING</u> ● Compare and Contrast Characters,Events and Setting ● Setting and Events ● Point of View ● Main Idea ● Comparing Texts ● Text features ● Integration of media <u>WRITING</u> ● Write About Reading ● Opinion Writing ● Research Based Writing ● Test Writing	60 Days
Unit 3	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.4, RI.5.6, RI.5.7,RI.5.8, RI.5.9, RI.5.10, RF.5.3, RF.5.4, L.5.2, L.5.6, W.5.2,,W.5.4, W.5.5, W.5.6, W.5.9, W.5.10,SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6,	**Book Clubs**	<u>READING</u> ● Compare and Contrast Characters,Events and Setting: ● Genre Reading <u>WRITING</u> ● Write About Reading	60 Days

This document outlines in detail the answers to following four questions:

1. **What do we want our students to know?**

2. **How do we know if they learned it?**

3. **What do we do if they did not learn it?**

4. **What do we do when they did learn it?**

Unit 1 Realistic 5th Grade English Language Arts		
Content & Practice Standards (write in full)	**Interdisciplinary Standards**	**Critical Knowledge & Skills**
Progress Indicators for Reading Literature RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Craft and Structure RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **Progress Indicators for Reading Informational Text** RI.5.1. Quote accurately from a text and make relevant connections when explaining	● Infused within the unit are connections to the NJSLS for Social Studies ● 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● B. Geography, People, and the Environment **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate** ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations ● E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. ● **21st Century Themes/Careers** ● Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further	**READING** ● **Find and cite evidence** ● **Figurative language** ● **Context Clues** ● **Theme** ● **Characters** ● **Text Structure** ● **Point of View** ● **Comparing texts** **WRITING** ● **Write About Reading** ● **Narrative Writing** ● **Literary Essay**

what the text says explicitly and when drawing inferences from the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Progress Indicators for Foundational Skills (applied throughout the year)

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

    A. 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.

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 prose and poetry orally with accuracy, appropriate rate, and

    expression.

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

    necessary.

Progress Indicators for Writing

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3 Write narratives to develop real or imagined experiences or events using

clarification see NJ World Class Standards at
www.NJ.gov/education/aps/cccs/career/

- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP11 Use technology to enhance productivity

descriptive details and clear events sequences

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Progress Indicators for Language (all year within writing)

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- B. Form and use the perfect verb tenses.
- C. Use verb tense to convey various times, sequences, states, and conditions.
- D. Recognize and correct inappropriate shifts in verb tense.*

L.5.2 Demonstrate command of the conventions of standard English

capitalization, punctuation, and spelling when writing.		
C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag		
question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct		
address (e.g., Is that you, Steve?).		
E. Spell grade-appropriate words correctly, consulting references as needed.		
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning 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).		
L.5.5. 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.

Progress Indicators for Speaking and Listening

SL.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.

A. Explicitly draw on previously read text or material and other information known about the
topic to explore ideas under discussion.

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.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

SL.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.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.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		

Unit 1 Realistic Fiction and Modern Fantasy/ 5th Grade English Language Arts
Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
In Unit 1 we will be focusing on Realistic Fiction and Modern Fantasy genres. With each genre covered in the unit, it is suggested that poetry and drama also being incorporated as well. In reading the following skills will be covered: finding/citing evidence, figurative language, context clues, theme, characters, text structure, point of view/ perspective, and comparing texts. In writing the following forms of writing will be covered: writing about reading, narrative writing, and literary essay.	Novels Fountas and Pinnell Classroom Newsela.com Close Reading Literacy Centers NBC Learn ReadWorks.org Edmodo Snapshot *Open Resource Links: ● Edulastic ● The Teaching Channel ● Commonlit.org ● 4Teachers.org ● Web English Teacher ● Readwritethink.org ● Learnzillion ● Literacy Design Collaborative ● OER Commons ● Engage NY ● Hudson County Curriculum Consortium

UNDERSTANDINGS

Students will understand that…
READING
- Students should build reading stamina and use the workshop model to support and practice their learning.
- Students should understand the importance of using details from text when making inferences. Students will pay attention to author's word choice, including figurative language.
- Students should understand the importance of complex characters and how they affect the plot and theme.
- Students will compare and contrast characters and how they interact with each other, as well as how setting affects the plot. Students should understand how a narrator's point of view influences how events are told. Students will compare and contrast themes/topics

WRITING
- Students should understand the importance of building writing stamina and connecting reading to writing.
- Students should understand the importance of characters and how they affect the plot and theme.
- Analyze how character or plot interact over the course of a text.

Students will know…	Students will be able to…
What content will be covered that students must master?	*What should students be able to accomplish to demonstrate understanding?*

READING

READING

1) Use background knowledge and evidence in the text to support ideas and predictions
2) Assess the effectiveness of the writer's use of language
3) Ask questions to deepen understanding of a text
4) Build reading stamina
5) Decode unfamiliar words within a text
6) Notice how a writer reveals the underlying theme or message of a text
7) Notice how an author creates characters that are complex and change over the course of a plot
8) Recognize and discuss aspects of narrative structure
9) Recognize that the point of view from which a story is told affects the reader's experience, as well as the writer's flexibility in telling the story.
10) Connect texts by a range of categories
11) Recognize a writer's use of plots and subplots

WRITING

1) **Find and cite evidence:**

  - Students should use the text to predict and infer outcomes. Review plot and problem/solution.
  - Refer to location of some important details in the text (setting, time order, problem, solution)

2) **Figurative language:**
  - Students should understand that authors use language to convey ideas.
  - Understand the meaning of author-created words, especially in fantasy and science fiction.
  - Recognize how a writer creates humor: eg. dialogue, effective descriptions of characters' actions, words, behavior, and feelings; surprising metaphors and similes; ironic expressions
  - Assess the effectiveness of the writer's use of language

3) **Questioning**
  - Form implicit and explicit questions about the content and

- Record notes to navigate long and complex texts when checking opinions and theories in preparation of writing longer pieces
- Write about changes in opinions based on new information or insights gained from a text
- Notice and write about the characteristics of fiction
- Form and record questions in response to the events of a plot or to important information
- Understand that fiction can be written in various forms
- Experiment with literary features and devices
- Move the plot along with action
- Show readers how setting is important to the problem of the story
- Use dialogue skillfully to show character traits and feelings

concepts in a fiction text

4) Independent Reading
- Demonstrate the ability to sustain silent reading.

5) Context Clues:
- Students should use strategies to determine unknown words within a text.
- Understand the meaning of author-created words, especially in fantasy and science fiction.

6) Theme:
- Readers can identify the theme or main idea of a text helps the reader understand the message the author is trying to communicate. Readers make connections and draw inferences using details from the text to help determine the theme or main idea.
- Recognize and understand the symbolism in a text and illustrations
- Notice how a writer reveals the underlying theme or message of a text (through dialogue, a character's actions, story outcomes, or language)

7) Characters:
- Readers understand the characters in a story or drama help the readers to see relationships between the story elements. Good readers understand that details in a story or drama fit together to develop the overall text.
- Infer the significance of heroic or larger-than-life characters in fantasy, who represent the symbolic struggle of good and evil.
- Notice how an author creates characters that are complex and change over the course of a plot

8) Text Structure:
- Readers can describe how poems, drama and prose are arranged differently to illustrate events and ideas, to create a dramatic effect, and describe how structural elements enhance the reader's experience of events and ideas portrayed in a text.
- Recognize and appreciate an ambiguous ending of a fiction text.

9) Point of View:
- The point of view from which a story is told affects the reader's

experience, as well as the writer's flexibility in telling the story.

10) Comparing texts:
- Readers can compare/ contrast themes and topics, patterns of events and explain how themes and topics are revealed by characters, settings, and events in stories.
- Think across texts to compare the perspectives of different writers on the same problem, theme, or character type.
- Follow multiple characters, each with unique traits, in the same story

11) Plot
- Follow plots that have particular patterns, such as circular plots or parallel plots
- Make predictions on an ongoing basis during and after reading (based on progress of plot,characteristics of the setting, attributes of the characters, actions of the characters)

WRITING
- **Write About Reading:** Students should begin a reader's journal where they apply whole group instruction to their independent reading.
- **Narrative Writing:** Students are expected to use description to show characters thoughts and feelings as well as the details of characters interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.
- **Literary Essay:** Students need to be able to explain how different characters solve problems in different ways across texts, how are the plots the same or different across texts, or how the same theme is shown in different ways across texts.

Stage 2 – Assessment Evidence

Performance Tasks:	Other Evidence **(Alternate Assessments)**:
<u>Narrative Writing W.5.3</u>	*What other means of assessment will be used throughout this unit?* ● F&P Benchmark Assessment ● Reader's Notebook

TEACHER CHOICE OF TEXT

Students are expected to use description to show characters thoughts and feelings as well as the details of characters interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.
- Writing from a different point of view
- Extending the story

Literary Analysis W.9/W.2

Analyze how character or plot interact over the course of a text.
- different characters solve problems in different ways across texts
  OR
- how are the plots the same or different across texts
  OR

how the same theme is shown in different ways across texts.

- Writer's Notebook
- Writing Rubrics
- Common Assessments
- Trimester Benchmark Test
- Conferencing evidence
- Classwork

Stage 3 – Learning Plan

During this unit of study the Learning Target is for the mastery of skills required to demonstrate understanding, application, and analyzation of reading concepts necessary for student lead discussion.

The purpose of this target is for the students to become independent readers and thinkers. Teachers should hook the students through engaging and provocative entry points. Some ideas are, but not limited to videos, mentor texts, news websites, blogs, current events, interactive read alouds all should point towards learning goal and target for the day. Lessons need to embrace 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills and knowledge. Have them experience the ideas to make them real. Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

While planning lessons use the follow questions to assist for the utmost beneficial use of time, resources and experiences.
1. *What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?*
2. *Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?*
3. *Does the learning plan reflect principles of learning and best practices?*
4. *Is there tight alignment with Stages 1 and 2?*
5. *Is the plan likely to be engaging and effective for all students?*

PROGRESS MONITORING
1. **How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?**
2. **What are potential rough spots and student misunderstandings?**
3. **How will students get the feedback they need?**
4. **What supports are needed for students to be successful? Re-teach, small group instruction, etc.**

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:
- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:
- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:
- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

ELL:
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

504s:
- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:
- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

Unit 2 Social Issues and Expository Nonfiction		
Content & Practice Standards	**Interdisciplinary Standards**	**Critical Knowledge & Skills**
Progress Indicators for Reading Literature RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. RL.5.7. 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.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	● **Primary Interdisciplinary Connections** ● Infused within the unit are connections to the NJSLS for Social Studies ● 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● A. Civics, Government, and Human Rights; D. History, Culture, and Perspectives ● **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate** ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations ● B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. ● C. Communication and Collaboration: Students use digital media and environments	**READING** ● **Compare and Contrast Characters,Events and Setting** ● **Setting and Events** ● **Point of View** ● **Main Idea** ● **Comparing Texts** ● **Text features** ● **Integration of media** **WRITING** ● **Write About Reading** ● **Opinion Writing** ● **Research Based Writing** ● **Test Writing**

Progress Indicators for Reading Informational Text

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.5. 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.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

to communicate and work collaboratively,including at a distance, to support individual learning and contribute to the learning of others.

- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
  - **21st Century Themes/Careers**
- Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
Progress Indicators for Foundational Skills (applied throughout the year)
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
     A. 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.
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 prose and poetry orally with accuracy, appropriate rate, and
          expression.
     C. Use context to confirm or self-correct word recognition and understanding, rereading as
          necessary.
Progress Indicators for Writing
	• CRP10. Plan education and career paths aligned to personal goals.
	• CRP11. Use technology to enhance productivity.
	• CRP12. Work productively in teams while using cultural global competence

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.5.10. Write routinely over extended time frames (time for research, reflection,

metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Language (all year within writing)

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   E. Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   A. Use punctuation to separate items in a series.

   B. Use a comma to separate an introductory element from the rest of the sentence.

   D. Use underlining, quotation marks, or italics to indicate titles of works.

   E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

   B. Compare and contrast the varieties of English used in stories, dramas, or poems.

Progress Indicators for Speaking and Listening
SL.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.
    A. Explicitly draw on previously read text or material and other information known about the
       topic to explore ideas under discussion.
    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.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.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.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.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Unit 2 Social Issues and Expository Nonfiction / 5th Grade English Language Arts
Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
In Unit 2 we will be focusing on Social Issues and Expository Nonfiction genres. With each genre covered in the unit, it is suggested that poetry and drama also being incorporated as well. In reading the following skills will be covered: Compare and contrast characters, event and setting in the text, setting and events, point of view/perspective, main idea, comparing texts, and text features while integrating media. In writing the following forms of writing will be covered: write about reading, opinion writing, research based writing, and test writing.	Novels Fountas and Pinnell Classroom Newsela.com NBC Learn ReadWorks.org Edmodo Snapshot Guided Reading Materials CNN10 *Open Resource Links: ● The Teaching Channel ● Commonlit.org ● 4Teachers.org ● Readwritethink.org ● Learnzillion ● Literacy Design Collaborative ● OER Commons ● Engage NY

UNDERSTANDINGS

Students will understand that…
READING
● Students will examine how setting affects the plot. Students should understand point of view and how stories told from different

points of view may affect the reader.
- Students will expand strategies for navigating expository text.
- Students will practice strategies for reading short texts and/or excerpts.

WRITING
- Students learn to create a thesis statement and support with evidence.
- Students should research and write a type of expository nonfiction.
- Students will write in response to short text and mixed media.

Students will know…	Students will be able to…
What content will be covered that students must master?	*What should students be able to accomplish to demonstrate understanding?*
READING	**READING**
1) Notice how an author creates complex characters over many events in a plot	**1) Compare and Contrast Characters, Events and Setting:**
2) Content that requires analytical and critical thinking	● Readers explain how and why individuals, events, and ideas develop and interact over the course of a text.
3) Understand how author's perspective and character point of view contribute to the meaning of informational and fiction text.	● Infer the significance of heroic or larger-than-life characters in the fantasy, who represent the symbolic struggle of good and evil
4) Think across texts on the same topic	**2) Setting and Events:**
5) Understand the relationships among ideas and content in an expository nonfiction text	● Students explain relationships between events, ideas or people. Readers understand an author's organizational techniques and how they affect the overall meaning of the text.
Understand that nonfiction can have more than one message or big idea	● Form implicit and explicit questions in response to the characteristics of a setting
6) Extend understanding to topics and content that are beyond most students' immediate experience	● Evaluate the significance of the setting in the story.
7) Students should read a variety of texts (informational, literary, poetry, drama, etc.) and identify genre through text features.	● Evaluate the authenticity of the writer's presentation of the setting.
	● Recognize a writer's use of plots and subplots.
	3) Point of View:
WRITING	● Readers understand an author's organizational techniques and how they affect the overall meaning of the text. **(RL)**Students find the similarities and differences in perspectives (first and second hand) about the same event or subject and give descriptions about how the information is presented for each perspective. **(RI)** Students will explain multiple accounts of the same event
● Understand that argument/opinion writing can be written in various forms	
● Write well-crafted sentences that express the writer's convictions	
● Provide a series of clear arguments with reasons and evidence to support the arguments	

- Include facts, figures, statistics, examples and anecdotes where appropriate
- Organize information using structural pattern
- Provide interesting supporting details to develop a topic
- Credit sources of information
- Search for appropriate information from multiple sources
- Understand that test writing requires inferring and explaining motives of a character or person
- Understand that test writing sometimes requires taking a perspective that may come from a different time or setting than the reader
- Learn to write on tests by studying examples of short and extended constructed responses

4) Comparing Texts:
- Students should be able to pick out key and relevant details on a single topic between two texts, eliminate nonessential information, and combine information from two texts on a single topic.
- Relate important information and concepts in one text and connect to concepts and information in other texts

5) Main Idea:
- Students must identify the main idea and find the most important details that strengthen the main idea. They must also explain the text in their own words.
- Demonstrate understanding that nonfiction can have more than one message or big idea

6) Real world connections
- Think across texts to compare and expand understanding of content and ideas from academic disciplines: e.g. social responsibility, environment, climate, history, social and geological history, cultural groups.

7) Text features:
- *Literary-* Students should read a variety of texts (informational, literary, poetry, drama, etc.) and identify genre through text features.
- *Informational-* charts, graphs, diagram, timeline, animation or interactive webpage
- Notice and use and understand the purpose of some text resources outside the body (peritext): e.g. dedication, acknowledgments, author's note, illustrator's note, endpapers, foreword, prologue, pronunciation guide, footnote, epilogue, appendix, endnote, references.
- Evaluate what some text resources contribute to the meaning of a text.
- Follow and understand nonfiction texts with clearly defined overall structure, categories, and subcategories and connect the structure to the table of contents.

- ○ Understand graphics provide important information
- ○ Use academic language to talk about literary features
- ○ Understand there can be different interpretations of the meaning of illustrations/feature
- ● Integration of media: Students can compare different presentations of a text using concrete details, quotations, and other information from each presentation of the work.

WRITING

- **Write About Reading:** Students should use their reader's notebook to apply whole group instruction to their independent reading.
- **Opinion Writing:** Opinion pieces clearly state thesis and supply the reasoning for thinking. Students need to use textual evidence, reasoning, and facts to support their viewpoint. Students also build their argument by linking their ideas together through a variety of sentence structures and more complex sentences. Students should also include a concluding statement.
- **Research Based Writing:** Students should use inquiry to explore a topic in great detail and develop or respond to a research question to help bring focus to the topic.
- **Test Writing:** Students need to be able to write in response to short texts and excerpts in short amounts of time. They need to apply skills in narrative, literary essay and research based writing.

Stage 2 – Assessment Evidence

Performance Tasks:	Other Evidence (**Alternate Assessments**):
	What other means of assessment will be used throughout this unit?
Opinion Writing W.5.1 & 8	
TEACHER CHOICE OF TEXT	● F&P Benchmark Assessment
Opinion pieces clearly state thesis and supply the reasoning for thinking. Students need to use textual evidence, reasoning, and facts to support their viewpoint. Students also build their argument by linking their ideas together through a variety of sentence structures and more complex sentences.	● Reader's Notebook
	● Writer's Notebook
	● Writing Rubrics
	● Common Assessments
	● Trimester Benchmark Test
	● Conferencing evidence

Students should also include a concluding statement. **Research Based Writing W.2, 7 and 9** Students should use inquiry to explore a topic in great detail and develop or respond to a research question to help bring focus to the topic.	● Classwork

Stage 3 – Learning Plan

During this unit of study the Learning Target is for the mastery of skills required to demonstrate understanding, application, and analyzation of reading concepts necessary for student lead discussion.

  The purpose of this target is for the students to become independent readers and thinkers. Teachers should hook the students through engaging and provocative entry points. Some ideas are, but not limited to videos, mentor texts, news websites, blogs, current events, interactive read alouds all should point towards learning goal and target for the day. Lessons need to embrace 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills and knowledge. Have them experience the ideas to make them real. Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

While planning lessons use the follow questions to assist for the utmost beneficial use of time, resources and experiences.
1. **What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?**
2. **Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?**
3. **Does the learning plan reflect principles of learning and best practices?**
4. **Is there tight alignment with Stages 1 and 2?**
5. **Is the plan likely to be engaging and effective for all students?**

PROGRESS MONITORING
1. **How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?**
2. **What are potential rough spots and student misunderstandings?**
3. **How will students get the feedback they need?**
4. **What supports are needed for students to be successful? Re-teach, small group instruction, etc.**

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:
● Skills groups and practice via small group instruction and/or MobyMax individualized learning path
● Word Work
● Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:
- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:
- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:
- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

ELL:
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

504s:
- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:
- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

Unit 3 Book Clubs		
Content & Practice Standards	**Interdisciplinary Standards**	**Critical Knowledge & Skills**
Progress Indicators for Reading Literature RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text. ● RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ● RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ● RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ● RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. ● RL.5.7. 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.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and	**Primary Interdisciplinary Connections** ● Infused within the unit are connections to the NJSLS for Social Studies ● 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● C. Economics, Innovation and Technology **TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate** ● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. ● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations ● B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. ● C. Communication and Collaboration: Students use digital media and environments to communicate and work	**READING** ● **Compare and Contrast Characters, Events and Setting:** ● **Genre Reading** **WRITING** ● **Write About Reading**

background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Informational Text
- RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,

collaboratively,including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers
- Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP 7. Employ valid and reliable research strategies.

concepts, or information in two or more texts.
- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Foundational Skills (applied throughout the year)
- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns,

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

- and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- 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 prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Progress Indicators for Writing

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **Progress Indicators for Language** (all year within writing)
- L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- E. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- **Progress Indicators for Speaking and Listening**
- SL.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.

- A. Explicitly draw on previously read text or material and other information known about the
- topic to explore ideas under discussion.
- 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.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.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.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.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		

Unit 3 Book Clubs/ 5th Grade English Language Arts
Stage 1 – Desired Results

UNIT SUMMARY	**CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)**
In Unit 3 we will be focusing on Book Clubs. With each genre covered in the unit, it is suggested that poetry and drama also being incorporated as well. In reading the following skills will be covered: Compare and contrast characters, event and setting in the text and genre reading. During this unit, writing about reading will be the focus..	Novels Fountas and Pinnell Classroom Newsela.com Close Reading Literacy Centers NBC Learn ReadWorks.org Edmodo Snapshot *Open Resource Links: ● Edulastic ● The Teaching Channel ● Commonlit.org ● 4Teachers.org ● Web English Teacher ● Readwritethink.org ● Learnzillion ● Literacy Design Collaborative ● OER Commons ● Engage NY ● Hudson County Curriculum Consortium

UNDERSTANDINGS

Students will understand that…

READING

● Students become strong readers through collaboration and inquiry across multiple genres.

WRITING

● Apply Reading Standards to writing by responding to genre reading.

Students will know…	Students will be able to…
What content will be covered that students must master? **READING** 1) Use understanding of structure to monitor and correct reading 2) Notice a writer's use of language 3) Use academic language to talk about literary/genre features **WRITING** ● When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions.	*What should students be able to accomplish to demonstrate understanding?* **READING** **1) Compare and Contrast Characters,Events and Setting:** ● Readers explain how and why individuals, events, and ideas develop and interact over the course of a text. **2) Style and Language:** ● Identify and critique specific language an author uses to persuade ● Notice and critique how a writer uses logical reasoning and specific evidence to support argument **3) Genre Reading:** ● Students should explore a chosen genre and note the specific characteristics of that genre. **WRITING** ● **Write About Reading:** Students should use their reader's notebook to apply whole group instruction to their independent reading.
Stage 2 – Assessment Evidence	
Performance Tasks: **Genre Writing W.5.9** *TEACHER CHOICE OF TEXT* Students apply reading standards to writing and address unique characteristics of different genres.	Other Evidence **(Alternate Assessments)**: *What other means of assessment will be used throughout this unit?* ● F&P Benchmark Assessment ● Reader's Notebook ● Writer's Notebook ● Writing Rubrics ● Common Assessments ● Trimester Benchmark Test ● Conferencing evidence ● Classwork
Stage 3 – Learning Plan	

During this unit of study the Learning Target is for the mastery of skills required to demonstrate understanding, application, and analyzation of reading concepts necessary for student lead discussion.

The purpose of this target is for the students to become independent readers and thinkers. Teachers should hook the students through engaging and provocative entry points. Some ideas are, but not limited to videos, mentor texts, news websites, blogs, current events, interactive read alouds all should point towards learning goal and target for the day. Lessons need to embrace 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills and knowledge. Have them experience the ideas to make them real. Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

While planning lessons use the follow questions to assist for the utmost beneficial use of time, resources and experiences.
1. **What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?**
2. **Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?**
3. **Does the learning plan reflect principles of learning and best practices?**
4. **Is there tight alignment with Stages 1 and 2?**
5. **Is the plan likely to be engaging and effective for all students?**

PROGRESS MONITORING
1. **How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?**
2. **What are potential rough spots and student misunderstandings?**
3. **How will students get the feedback they need?**
4. **What supports are needed for students to be successful? Re-teach, small group instruction, etc.**

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:
- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:
- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path

- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:
- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

ELL:
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

504s:
- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:
- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments