



BOE Approved 8/18

Cliffside Park Public Schools

Literacy: Grade 5

<p>Unit Name: Launching Reader’s Workshop</p> <p>Resource: Reader’s Workshop, Schoolwide</p> <p>Duration: 4-6 weeks</p>			
<p>Enduring Understanding</p> <ul style="list-style-type: none"> • Readers get to know their own identities, habits and routines as they develop skills and strategies across a variety of texts. 			
<p>Essential Questions</p> <ul style="list-style-type: none"> • How do students develop an understanding of themselves as readers? 			
<p>Focus of Standards</p>			
Student Outcomes	Skills	Assessments	Resources
<p>IRA 1</p> <ul style="list-style-type: none"> • I can follow the expectations and routines for participating in a reading community. <p>IRA 2</p> <ul style="list-style-type: none"> • I can grow and understand myself as an reader <p>IRA 3</p> <ul style="list-style-type: none"> • I can self-select appropriate texts 	<ul style="list-style-type: none"> • Making Connections/Schema • Making Inferences • Listening and Responding • Text and Genre Features/Structure • Determining 	<p>Formative</p> <ul style="list-style-type: none"> • Assessment of Key Comprehension Strategies • Running Record • Where Are My Students in the Reading Process • Launching Grade 5 	<p>Mentor Texts</p> <ul style="list-style-type: none"> • <i>A Day’s Work</i> • <i>For the Love of the Game</i> • <i>The Hard Times Jar</i> • <i>My Life in Dog Years</i> • <i>Old Henry</i> • <i>When Jessie Came</i>

<p>IRA 4</p> <ul style="list-style-type: none"> I can use fix-up strategies to clear up confusion. <p>IRA 5</p> <ul style="list-style-type: none"> I can activate my schema before reading to help me make connections and build understanding. <p>IRA 6</p> <ul style="list-style-type: none"> I can participate in accountable and collaborative conversations in order to share thinking and grow ideas together. I can follow agreed upon rules for discussions. <p>IRA 7</p> <ul style="list-style-type: none"> I can use different strategies to collect my thinking and questions to begin meaningful conversations. <p>IRA 8</p> <ul style="list-style-type: none"> I can ask questions and use textual evidence during a conversation to develop, support, and defend an idea about a text. <p>ML 1</p> <ul style="list-style-type: none"> I can track the time and amount I read in order to learn and reflect about myself as a reader. <p>ML 2</p> <ul style="list-style-type: none"> I can keep a running list of books to read to grow as a reader. <p>ML 3</p> <ul style="list-style-type: none"> I can recognize the importance of book recommendations, keep track of interesting titles, and identify books that support a “book talk”. <p>ML 4</p>	<p>Importance</p> <ul style="list-style-type: none"> Visualizing Synthesizing Self-Monitoring/ Self-Correcting 	<p>Student Performance Checklist</p> <ul style="list-style-type: none"> Book Shopping Conferring Conference Questions DRA (Fall, Winter) See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> Collect Reading Notebooks DRA (Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> DRA (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> Reader directions and information to students Oral responses and/or illustrations in lieu of written answers on graphic organizers for the Fifth Grade Fiction Unit of Study Base grade on anecdotal and observational notes 	<p><i>Across the Sea</i></p> <p>Share Texts</p> <ul style="list-style-type: none"> <i>Catch the Moon</i> <i>The Itsy Bitsy Spider</i> <i>My Big Book</i> <p>Teacher Resources</p> <ul style="list-style-type: none"> <i>Activating Schema</i> (Teacher Reference) <i>Elements of a Story</i> (TR) <i>Venn Diagram</i> (TR) <i>Reading Log Reflection</i> (TR) <p>Student Forms</p> <ul style="list-style-type: none"> <i>Reading Interview</i> <i>Reading Notebook Checklist: Phase One</i> <i>Reading Logs</i> <i>My Bookshelf</i> <i>Reading Log</i> <i>Sample Weekly Reading Log</i> <i>Reading Log Reflection</i> <i>My Reading Life: Reflection and Goals</i> <i>Reflecting on Myself as a Reader</i> <p>Digital Texts</p> <ul style="list-style-type: none"> <i>RAZ Kids</i>
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<ul style="list-style-type: none"> • I can jot down ideas and share with a partner using the agreed upon rules for discussions <p>ML 5</p> <ul style="list-style-type: none"> • I can identify the elements of a story as a strategy to deepen my understanding of a text. <p>ML 6</p> <ul style="list-style-type: none"> • I can compare and contrast characters to deepen my understanding of a text. <p>ML 7</p> <ul style="list-style-type: none"> • I can reflect on my reading logs to better understand my own stamina and pacing and the surroundings that best support my reading. <p>ML 8</p> <ul style="list-style-type: none"> • I can do a close reading of poem to determine what the poet is really saying. <p>ML 9</p> <ul style="list-style-type: none"> • I can use text features and text structures to determine the main idea of a nonfiction text. • I can reflect on myself as a reader and set goals for my future reading work. 			<ul style="list-style-type: none"> • <i>Storyworks</i> <p>Classroom Library Materials</p> <ul style="list-style-type: none"> • Leveled libraries • Reader's Notebooks • Post-Its • Book Baggies • Graphic Organizers • Highlighters • Markers • Chart Paper • Clipboards • Chromebooks • iPads <p>Word Study /Spelling/Vocabulary</p> <ul style="list-style-type: none"> • Membean.com
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NJ Student Learning Standards (2016)

READING STANDARDS FOR LITERATURE

Key Ideas and Details

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.5.5: 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.5.9: 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.

Range of Reading and Level of Text Complexity

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.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

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.

Range of Reading and Level of Text Complexity

RI.5.10: By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

SPEAKING AND LISTENING

Comprehension and Collaboration

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas

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.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See standards 1–3 in Language, pages 26–31, for specific expectations.)

LANGUAGE STANDARDS

Vocabulary Acquisition and Usage

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.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

WRITING STANDARDS

Range of Writing

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.

NJSLS Technology Standards

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social

Interdisciplinary Connections and Activities

- Ask students to bring in some information about Michael Jordan (from their school or public library or online) to help the class understand why Greenfield would have chosen him as inspiration for her text. 8.1.5.A.1, CRP4, W.5.2.A
- The speaker in *For the Love of the Game* loves the game of basketball, and it is his or her life's passion. Ask students to write in their Reading Notebooks about something they are passionate about. If they wish, they can write about their passions in the form of a poem and submit on Google Classroom. 8.1.5.A.1, CRP6, W.5.10

21st Century Life and Careers

9.2 Career Awareness, Exploration, and Preparation

- **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
- **CRP6.** Demonstrate creativity and innovation.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.

**Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)**

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
Higher level texts such as Level U and up that address the same enduring understanding of the Grade 5 Launching Unit of Study.	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.

<p>Students use their Reading Notebooks to write about what they will always remember about Wangari Maathai.</p> <p>Students may create a Venn diagram in their Reading Notebooks and compare two characters from their independent reading books (if they are fiction books).</p> <p>Students can select a nonfiction book of interest from the class library and work to complete the Appendix "K-W-L Chart" independently.</p> <p>Have students select another fiction book from the classroom or their home library to read at home. Ask them to use sticky notes to notate the big idea or theme of the story and place them on the pages of the book that supports their thinking.</p> <p>Encourage students to select short stories to read at home and at school and, after reading, ask them to complete a copy of the Appendix "Elements of Fiction".</p> <p>Students should continue their reading logs at home reading 15-30 minutes per night.</p>	<p>language tasks & provide key language uses to students.</p> <p>Students use illustrations in lieu of written responses to share their ideas.</p> <p>Students should continue their reading log at home reading books they can read without frustration for at least 15 minutes per night.</p> <p>Students work in partnerships and participate in think–pair–share of the text using their sticky notes to guide their discussions with teacher as a model.</p> <p>Have leveled books in Spanish/English at levels of reading to accommodate students.</p> <p>Provide students with a news article at their level of understanding. As they read, ask them to place a sticky note on pages with new or unfamiliar words. Students may select two or three words to list in their Reading Notebooks and write what they think the words mean based upon the context clues and then confirm the definitions in the dictionary.</p> <p>Invite students to select and read other pieces of fiction at their independent level and then use a copy of the Appendix to make sketches of an important moment in time or sequence of events from the text.</p>	<p>Model for students how to record the theme and evidence from the text that supports that theme.</p> <p>Students to create an illustration and caption about one new fact they learned about humpback whales.</p> <p>Students read just right books at their level and continue their book logs (with support) at home for 15-20 minutes each night.</p> <p>Supply Students with Graphic Organizers: Use Fifth Grade graphic organizers from Launching Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>Activating Schema</i> and <i>Elements of a Story</i></p> <p>Invite students to select and read other pieces of fiction at their independent level and then use a copy of the Appendix to make sketches of an important moment in time or sequence of events from the text.</p> <p>By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 5 Launching Reading Unit of Study.</p> <p>Text to speech/Oral reading</p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 5 Launching Reading assignments through drawings, computer projects, oral response, creating songs, creating videos, demonstration, presentation, etc.,</p> <p>Access to word/picture banks to reference in tasks that require reading in the Grade 5 Reading Launching unit of study</p>
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	<p>Have the students keep, use, and refer to their bookmarks/anchor charts as they continue their reading journey.</p> <p>Point out vocabulary in illustrations.</p> <p>Access to word/picture banks to reference in tasks that require writing in the Grade 5 Launching unit of study.</p> <p>Before reading or listening to stories, determine what the student knows about the genres covered in the Grade 5 Launching Unit</p> <p>Visuals and illustrations to be used for comprehension of Tier 1 and Tier 2 terms.</p> <p>Word/picture bank available for students' reference.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Model Bookshopping with students.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Provide wait time to allow students to process orally presented information and questions relating to the Grade 5 Launching Reading Unit of Study</p> <p>Allow extra time to complete independent practice tasks or accept work that has been completed at that time.</p> <p>Supply Students with Anchor Charts: <i>What Is Reading Workshop?, How Do I Fill My Reading Basket?, How Do I know I Understand What I Read?, Guidelines for Conversation, Getting a Conversation Started, Strategies for Growing Ideas, Book Talk Criteria, Getting a Conversation Started, What Do Partners Talk About, Stop and Jot Stems for Unpacking Poetry, and Adding Some Nonfiction to My Reading Basket,</i></p> <p>The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modifications</p>
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Sources:
New Jersey Student Learning Standards (2016) <http://www.state.nj.us/education/cccs/2016/ela/g01.pdf>
New Jersey Student Learning Standards: Technology (2014) <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>
Career Ready Practices (2014) <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>
Schoolwide Inc. (2013) <http://www.schoolwide.com/>
Wilson Foundations (2015) <http://www.wilsonlanguage.com>

