



BOE Approved 5/17

Cliffside Park Public Schools

Literacy: Grade 5

<p>Unit Name: Fiction</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 that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres. 			
<p>Essential Question</p> <ul style="list-style-type: none"> What do readers use in order to recognize different types and structures of fiction? 			
<p>Focus of Standards</p>			
Student Outcomes	Skills	Assessments	Resources
<p>IRA 1</p> <ul style="list-style-type: none"> I can identify that the purpose of all fiction is to entertain I can identify that many types of fiction share similar characters. <p>IRA 2</p> <ul style="list-style-type: none"> I can recognize that fiction is often structured chronologically 	<ul style="list-style-type: none"> Questioning Text and Genre Features/Structure Making Connections/Schema Making Inferences Synthesizing Visualizing 	<p>Formative</p> <ul style="list-style-type: none"> Assessment of Key Comprehension Strategies My Reading Log and Reflection 3-5 Running Record Where Are My Students in the 	<p>Mentor Texts</p> <ul style="list-style-type: none"> <i>Birthday Surprises: Ten Great Stories to Unwrap</i> <i>The Can Man</i> <i>Hewitt Anderson’s Great Big Life</i> <i>Journey</i> <i>Peppe the</i>

<p>IRA 3</p> <ul style="list-style-type: none"> I can identify story elements to deepen my understanding. <p>IRA 4</p> <ul style="list-style-type: none"> I can analyze characters by paying attention to their actions, thoughts, and dialogue. I can identify details that reveal the character's traits. <p>IRA 5</p> <ul style="list-style-type: none"> I can consider how who is telling the story (point of view) how the story is told. <p>IRA 6</p> <ul style="list-style-type: none"> I can consider the effect the historical setting has on the characters and conflict. <p>IRA 7</p> <ul style="list-style-type: none"> I can identify and discuss the features and message of a fairy tale. <p>IRA 8</p> <ul style="list-style-type: none"> I can recognize which themes are addressed in a realistic fiction story. <p>ML 1:</p> <ul style="list-style-type: none"> I can ask and answer questions to check for understanding. <p>ML 2</p> <ul style="list-style-type: none"> I can identify a variety of ways that writers signal time passing to build my understanding of a story <p>ML 3</p>	<ul style="list-style-type: none"> Determining Importance 	<p>Reading Process?</p> <ul style="list-style-type: none"> Rubric for Performing a Play Fiction Grade 5 Student Performance Checklist Grade 5 Fiction Reading Assessment – Cobra Kite Grade 5 Fiction Reading Assessment – The School Strike Observation of student responses during whole-group, small-group, partnership and individual conferences. DRA (Fall, Winter) Running Records/Miscue Analysis Conferring/ Conference Questions See Student Forms for additional assessment opportunities <p>Summative</p> <ul style="list-style-type: none"> Fiction Grade 5 Summative Assessment 	<p><i>Lampighter</i></p> <ul style="list-style-type: none"> <i>The Raft</i> <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>Tracking Time</i> (Professional Articles/Reference) <i>What I Know and What I Wonder</i> (Teacher Reference) <i>Passage of Time</i> (Professional Articles/Reference) <i>Characters Undergoing Change</i> (TR) <i>Definitions of the Elements of Drama</i> (TR) <i>Examining Themes</i> (TR) <i>Comparing Themes Across Texts</i> (TR) <i>Possible Thematic Connections Across Mentor Texts</i> (Professional Articles/ Reference) <p>Student Forms</p>
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<ul style="list-style-type: none"> ● I can identify temporal words, phrases, and sentences that show the passage of time. <p>ML 4</p> <ul style="list-style-type: none"> ● I can identify different types of characters and examine the changes that happen to characters in a story. <p>ML 5</p> <ul style="list-style-type: none"> ● I can analyze fiction stories to understand how the conflict affects the plot and characters. <p>ML 6</p> <ul style="list-style-type: none"> ● I can create a visual representation of a plot diagram to monitor and deepen my understanding of a story. <p>ML 7</p> <ul style="list-style-type: none"> ● I can determine how the elements of drama and the elements of a story are presented in a play. <p>ML 8</p> <ul style="list-style-type: none"> ● I can use different strategies to determine the meaning of unfamiliar words. <p>ML 9</p> <ul style="list-style-type: none"> ● I can determine the theme of a story by analyzing details of the story. <p>ML 10</p> <ul style="list-style-type: none"> ● I can compare stories with similar themes. 		<ul style="list-style-type: none"> ● Grade 5 Fiction Reading Assessment – Cobra Kite ● Grade 5 Fiction Reading Assessment – The School Strike ● DRA (Spring) <p>Benchmarks</p> <ul style="list-style-type: none"> ● DRA (Fall, Winter, Spring) <p>Alternative</p> <ul style="list-style-type: none"> ● Character study project with rubric ● Reader to relay information to student. ● Oral responses and/or illustrations in lieu of written answers on graphic organizers for the Fifth Grade Fiction Unit of Study ● Use anecdotal and observation notes for grading purposes 	<ul style="list-style-type: none"> ● <i>Questions Readers Ask When Examining Conflict</i> <p>Digital Texts</p> <ul style="list-style-type: none"> ● <i>RAZ Kids</i> ● <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 ● Clipboards ● Chromebooks ● iPads ● Chart paper <p>Additional Materials</p> <ul style="list-style-type: none"> ● "Don't Be an Uncle Max" from <i>Birthday Surprises</i> ● "Hattie's Birthday Box" from <i>Birthday Surprises</i> ● Basket of historical fiction picture books and novels ● Basket of plays in the classroom library. <p>Word Study/ Spelling/Vocabulary</p> <ul style="list-style-type: none"> ● Flocabulary
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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.

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.

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.

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.5.6: 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).

FOUNDATIONAL SKILLS

Fluency

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

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 Educational Technology

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.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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.A.3 Use a graphic organizer to organize information about problem or issue.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

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

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and **sources**, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

NJSLS Technology Standards

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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 media.

Interdisciplinary Connections and Activities

- Have students summarize a movie or television show and consider how directors show movement between scenes and the passage of time. They should be prepared to discuss as a class. SL.5.2, CRP4
- Students work in partnerships and go on a scavenger hunt in the classroom library to locate fiction texts that use first-, second-, and third-person point of view. Each partnership will present to the class SL 5.1, SL.5.4,
- Have students create a timeline of events from their independent reading texts, using the temporal words to guide them through the sequence of events. Invite students to retell the sequence of events during group share. W.5.2.D, W.5.3, L.5.3.C

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.
- **CRP 11.** 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)
<p>Higher level texts such as Level U and up that address the same enduring understanding of the Grade 5 Fiction Unit of Study.</p> <p>Teacher may reference the comprehensive list provided in the lesson "What Is Fiction?" throughout the unit in order to recommend specific titles to students. Which are listed by the guided reading levels and categorized the books by sub-genres.</p>	<p>Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students.</p> <p>Use Fairy Tales to teach about messages in fiction.</p>	<p>Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.</p> <p>Invite struggling readers to read <i>Wash Day</i>, Level Q and <i>Anansi</i>, Level O.</p> <p>Pre-teach Tier 2 and Tier 3 vocabulary.</p>

<p>Students read a short story and take notes on the characters.</p> <p>Ask students to create a "What I Know and What I Wonder" chart in their Reading Notebooks the next time they begin a new book (or have them do this now if they are currently at the beginning of a book).</p> <p>Ask students to write a summary of <i>Hewitt Anderson's Great Big Life</i> and/or their independent reading text, using some of the challenging vocabulary words they encountered.</p> <p>Have students research the connections digitally between Greek myths and the modern-day Olympics and share with their class.</p> <p>Encourage students to read another short historical fiction story.</p> <p>Invite students to write their own short folktale that expresses the theme of courage.</p>	<p>Give a chart of temporal words and phrases to use for activities in this unit.</p> <p>Use a picture walk to activate students' prior knowledge about the Grade 5 Fiction Unit of Study.</p> <p>To increase the skill of summarizing in writing, utilize a content learning log which requires students to write a statement summarizing learning or identifying key points at the end of the lesson on Fiction (Folktales, etc)</p> <p>Access to word/picture banks to reference in tasks that require reading in the Grade 5 Fiction Unit of Study.</p> <p>Extend basic "Wait Time" - after the 1st student responds to a question, the teacher waits an additional 5 - 7 seconds before calling on another student to ask a question about a story or strategy from the Fiction unit.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Anticipation guide before reading the fiction stories, determine what the student knows about the genres covered.</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 Fiction Reading Unit of Study.</p> <p>Text to speech/Oral reading</p> <p>Supply Students with Graphic Organizers: Use Fifth Grade graphic organizers from the Fiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. <i>Building the World of the Story, Envisioning Scenes Like a Clothesline, What I Know and What I Wonder, Characters Undergoing Change, Plot Diagram, Plot Diagram: The Can Man, Plot Diagram: "Seeking a Hidden Hive", Examining Themes, and Comparing Themes Across Texts,</i></p> <p>Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade 5 Fiction 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 Fiction unit of study</p> <p>Provide wait time to allow students to process orally presented information and questions relating to the Grade 5 Fiction 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>Types of Fiction, Story Elements With the Structure of Fiction, How Do We Learn About Characters, Point of View, Story Elements in Historical Fiction, Features of Fairy</i></p>
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	<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>*Also See IEPs/504s and At-Risk Learners Modifications</p>	<p><i>Tales, Examples of Themes in Literature, Ways to Show Passage of Time in Fiction, Temporal Words and Phrases, Types of Characters in Fiction, Types of Conflict in Fiction, Elements of Drama, Questions Readers Ask to Unlock Words, Examples of Themes in Literature, Common Themes in Unit Texts,</i></p> <p>The above can be taped or glued into student notebooks for easy reference.</p> <p>*Also See ELL Modification</p>
<p>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</p>		

