



Unit Planner: OCC 4:Lit., Poetry, Informational Writing(30 Days) ELA Grade 4

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 4 / English
Language Arts / ELA Grade 4 / Week 1

Last Updated: Wednesday, July 17, 2024
by Christine Mille

OCC 4:Lit., Poetry, Informational Writing(30 Days)

Meroney, Jamie; Mille, Christine

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 4 (30 days): In this unit, students will distinguish between different types of literature—poems, drama, and prose—through their unique structural elements, such as verse and meter in poems or dialogue and stage directions in drama. Students will analyze how authors use facts and details to support their ideas and compare the treatment of themes and topics in informational texts from diverse cultural perspectives. Additionally, students will gather information from various sources, organize it effectively, and provide proper citations in writing.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 5

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

Civics and Political Institutions

In a representative democracy, individuals play a role in how government functions.

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Civic Mindedness

Certain dispositions help individuals contribute to the health of American democracy.

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

NJ: 2023 SLS: English Language Arts

NJ: Grade 4

Language Domain

Foundational Skills: Writing Language

Spelling

L.WF.4.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2.A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2.B. Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2.C. Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2.D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

L.WF.4.3.A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3.C. Use independent clauses and coordinating conjunctions.

L.WF.4.3.D. Form irregular verbs; form and use progressive tenses.

L.WF.4.3.E. Form and use possessive nouns and pronouns.

L.WF.4.3.F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.WF.4.3.H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B. Choose words and phrases to convey ideas precisely.

L.KL.4.1.C. Choose punctuation for effect.

L.KL.4.1.D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.2.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.VL.4.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.4.3.A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.VI.4.3.B. Determine the meaning of words and phrases that allude to significant characters found in literature.

L.VI.4.3.C. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.4.3.D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

Reading

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 🐾

Writing Domain

Writing

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

Speaking and Listening

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🐾

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

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

Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Creativity and Innovation

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7). 🐾

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users. Copyright © State of New Jersey, 1996 - 2020.	Copyright © State of New Jersey, 1996 - 2020.
Interdisciplinary Instruction Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)	NJ Mandates NJ Mandates All Grades NJ Mandates Mandates LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.
Additional & Supplementary Performance Tasks/Use of Technology • Conferencing/Individual Small group • Open Ended Questions • Observations • Engage in discourse/Turn and talk • Google Slide • Third party vendors and websites such as: -CommonLit -Kahoot -Actively Learn -Read Works -Flipgrid -Padlet	ELA Companion Standards (6th-12th Only)
~KNOWLEDGE~	
Enduring Understandings • Readers describe the overall structure (ex: Chronology, comparison) of events, ideas, concepts, or information in a text or part of a text.	Essential Questions • How can details and examples from informational and literary texts be used as textual evidence to explain what the text states? How do these details help us make

• Readers explain major differences between poems, drama, and prose, and refer to the structural elements of a drama (ex: Casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • Writers construct a narrative from another character's point of view from the same text. • Readers compare and contrast the point of view from which different stories are narrated.	connections and draw inferences to deepen our understanding? • How do visual or oral representations enhance our understanding of specific descriptions and directions found in literary texts? What connections can be made between textual descriptions and visual/oral representations? • How do different authors from diverse cultures treat similar themes, topics, or patterns of events in their literary texts? • What steps are involved in conducting a short research project that uses multiple reference sources, both print and non-print? How does investigating different aspects of a topic contribute to building knowledge?	
Content	Vocabulary	Skills/Performance Expectations Students will be able to... • Identify and describe a chronological structure in a text • Identify and describe a compare-contrast text structure • Understand different ways people in different cultures tell stories • Complete a chart with signal words to analyze a text's chronological structure • Discuss with a partner details from a text that reveal text structure • Identify structural elements of a play and explain how they are helpful for the reader • Analyze the changes in characters, setting, and plot from one act to another • Describe in writing how a character's feelings change from one act to another • Identify the narrator's point of view in a story and the perspectives of characters • Compare first- and third-person points of view and what they reveal about characters • Understand how family members handle situations in which their perspectives differ

- Justify ideas about a character's perspective with text evidence
- Describe how point of view shapes the way the narrator shows different characters' perspectives
- Rewrite a story from the point of view of another character in the story

Stage 2: Assessment Evidence

Assessments

Unit 4- 4th ELA Assessments

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Magnetic Reading Lexile Readers
- Story Map Organizer with sentence stems for a narrative writing piece
- Word banks with vocabulary words
- Partners/Pairs (Ex: Turn and Talk)
- Anchor Charts with key words to support the organization of narrative writing

Resources for students **approaching** grade level expectations:

- Magnetic Reading Lexile Readers
- Inverted Triangle Graphic Organizer partially filled out by teachers for a narrative writing piece
- Highlighters to identify key words to support comprehension
- EZ readers for fluency

Resources for students **exceeding** grade level expectations

- Magnetic Reading Lexile Readers
- Compare and contrast characters motivations using a T chart
- Encourage self assessment using teacher made rubrics for a narrative writing

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board

Suggested Learning Activities

Lesson LGBTQ Activity 6.1.2.CivicsCM.3:Scholastic

Read the story *Bad Case of Stripes*

I Do: Introduce the elements of the story using an anchor chart

We Do: Read the Story *Bad Case of Stripes* and have students fill our Graphic organizer for the elements of the story and discuss as group

They Do: Read another book or story (based on students levels) and fill out graphic organizer that have the similar theme of being yourself and being comfortable in your skin

Organization

-Read aloud: "Who Would Win? Whale vs. Giant Squid"

-Creating the lead, Using sequence and transition words, structuring the body, ending with a sense of resolution

-Teacher will use *Student Friendly Scoring Guide* to assess student writing for this unit

Lesson: Achieve the Core: Narrative Writing

I Do : Introduce a picture and make chart of what you see using "I noticed" and "I wonder" stems

• iPads/Laptops • ELMO Document Reader • District Approved and Selected novels • Picture Books • Achieve the Core • NJDOE Rubric for Narrative Writing • NJDOE Rubric for PCR's • Types of Writing on BRAIN POP	<u>We Do:</u> Look at the picture as a group and ask what they see is happening, have them turn and talk using the "I notice and I wonder " stems. Model a beginning writing with the students <u>They Do:</u> Provide students with a picture and laptop or lined paper and give them the remainder of the class to finish their own writing based off the picture *Students will hand in writing for teacher to review On Demand Writing: Lesson: Achieve the Core; What Makes the Best Pet? <u>I Do:</u> Provide prompt What animal makes the best pet ,cat or dog? and state your opinion <u>We Do:</u> Read two articles to class and discuss Filling out T-chart <u>They Do:</u> Students write their opinion writing in the remaining time of class *Hand in for teacher review
Multi-Language Learner Accommodations 4th Grade ELA Differentiation Options	504 Accommodations
Special Ed Accommodations	
At-risk Accommodations 4th Grade ELA Differentiation Options	Gifted and Talented Accommodations 4th Grade ELA Differentiation Options
Stage 4: Reflection	
Teacher Reflections	



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Description of Unit

Unit 5 (30 days): In this unit, students will distinguish between different types of literature—poems, drama, and prose—through their unique structural elements, such as verse and meter in poems or dialogue and stage directions in drama. Students will analyze how authors use facts and details to support their ideas and compare the treatment of themes and topics in informational texts from diverse cultural perspectives. Additionally, students will gather information from various sources, organize it effectively, and provide proper citations in writing.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 5

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

NJ: 2023 SLS: English Language Arts

NJ: Grade 4

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.4.4.A. Read grade-level text with purpose and understanding.

L.RF.4.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

L.WF.4.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2.A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2.B. Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2.C. Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2.D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

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L.WF.4.3.C. Use independent clauses and coordinating conjunctions.

L.WF.4.3.D. Form irregular verbs; form and use progressive tenses.

L.WF.4.3.E. Form and use possessive nouns and pronouns.

L.WF.4.3.F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.WF.4.3.H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B. Choose words and phrases to convey ideas precisely.

L.KL.4.1.C. Choose punctuation for effect.

L.KL.4.1.D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.2.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.VL.4.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.4.3.A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.VI.4.3.B. Determine the meaning of words and phrases that allude to significant characters found in literature.

L.VI.4.3.C. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.4.3.D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

Reading

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Domain

Writing

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.

W.IW.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

W.IW.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.4.2.E. Provide a conclusion related to the information or explanation presented.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

Speaking and Listening

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🐼

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Data & Analysis

Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 

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Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 5

9.1 Personal Financial Literacy: Civic Financial Responsibility

You can give back in areas that matter to you.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

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Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

**NJ Mandates
Mandates**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Additional & Supplementary

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in discourse/Turn and talk
- Google Slide
- Third party vendors and websites such as:

-CommonLit

-Kahoot

-Actively Learn

-Read Works

-Flipgrid

-Padlet

ELA Companion Standards (6th-12th Only)

~KNOWLEDGE~

Enduring Understandings

- Readers explain how an author uses reasons and evidence to support particular points in a text.
- Readers integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Readers explain major differences between poems, drama, and prose, and refer to the structural elements of poems (ex: Verse, rhythm, meter) when writing or speaking about a text

Essential Questions

- What are the major differences between poems, drama, and prose? How do the structural elements such as verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, and stage directions contribute to understanding these genres?
- How do authors use facts, details, and explanations to develop their ideas or support their reasoning in informational texts?
- What strategies are effective for gathering relevant information from multiple print and digital sources? How can note-taking, prioritizing, and categorizing information help in organizing research?
- Why is it important to provide a list of sources when gathering information from multiple print and digital sources? How does citing sources contribute to the credibility and transparency of research?

Content

Vocabulary

Skills/Performance Expectations

Students will be able to...

- Identify an author's point about a topic
- Explain how reasons and evidence help readers understand an author's point
- Understand how sports have changed over time to increase competitiveness and inclusivity
- Locate reasons and evidence that support an author's point
- Use academic terms, such as *reasons* and *evidence*, in partner discussion
- Gather key ideas, facts, and details from informational texts to answer questions
- Integrate information from two texts on the same topic
- Ask questions and gather information to complete a chart about a text
- Write a response integrating details from two texts

		• Describe the structural elements of a poem, including rhyme, repetition, and rhythm • Understand and use academic terms appropriately in oral and written descriptions of the structural elements of a poem • Explain a poem's message during small-group discussion
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Stage 2: Assessment Evidence

Assessments

Unit 5- 4th ELA Assessments

Stage 3: Learning Plan

Resources

Suggested Learning Activities

Word Choice

-Read aloud: "The Three Little Pigs: And the Somewhat Bad Wolf"

-Applying strong verbs, selecting striking words and phrases, using specific and accurate words, choosing words that deepen meaning

-Teacher will use *Student Friendly Scoring Guide* to assess student writing for this unit

Extended Research/ Speaking and Listening

Lesson: Genius Hour PowerPoint

I Do : Introduce passion/genius hour projects using powerpoint or anchor charts. Create a topic board

We Do: Students will add their topics onto board and discuss with class. Teacher will model how to create questions from the topic board.

They Do: Students will create their questions and begin their research once approved by the teacher

*Students will present their projects to their peers and teacher

Read Aloud

Amistad Activity 6.1.5.Civic sPD.3:

I Do: Read "The Boy who Harvest the Wind"

We Do: Ask and answer questions before, during, and after the book about preserving against the odds

They Do: Students write about a time they persevered against the odds

History and Contributions of African Americans

Writing: Research based informational text:

Students are learning about fairness in sports.

Build interest: Play highlights of Jackie Robinson's baseball career. Engage in discourse, "What do you notice? What do you wonder? How might this video connect to our lesson this week?"

Introduction: Teacher gages prior knowledge, "What do you know about the history of sports? Were all people of differing genders, races, ethnicities allowed to participate?" Teacher connects Jackie Robinson's story to the lesson's essential questions (When should a sport change? How can sports bring out the best in people? How do sports make us feel?)

Partner research: Students will conduct research to gather important information about the influential

	African American, Jackie Robinson. Students will use search.kidzsearch.com to answer guiding questions, "Who is Jackie Robinson? When and where did he live? What was society like during this time period? What challenges do you think he faced? Why was he very influential to history? How has he been recognized?" <u>Independent:</u> Students will compose an informational text using information they compiled through research to explain Jackie Robinson's influence on American sports and societal challenges. Students should include text features/visuals: timeline, image, caption, etc. <u>Closure:</u> Students will participate in a gallery walk where they will read and observe their peers' work. Students will choose two students to offer positive feedback along with something they learned. On Demand Writing: Post various paintings and discuss with the students the mood of the pictures by noticing the colors the artist used. Ex. Why did the artist use red? What does he/she want you to feel? How do they feel about this topic
Multi-Language Learner Accommodations 4th Grade ELA Differentiation Options	504 Accommodations
Special Ed Accommodations	
At-risk Accommodations 4th Grade ELA Differentiation Options	Gifted and Talented Accommodations 4th Grade ELA Differentiation Options
Stage 4: Reflection	
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Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 6 (30 days): In this unit, students will compare and contrast treatments of similar themes and events in literary texts from diverse cultures, and to describe the overall structure of informational texts, such as chronology or cause/effect relationships. They also need to use evidence to show how graphics and visuals support central ideas. In writing, students will craft opinion pieces by clearly stating their opinion, organizing related ideas, and supporting their viewpoint with facts from various sources. Furthermore, they will gather information from print and digital sources, take organized notes, categorize information, and provide a list of resources used.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Science

NJ: Grade 4

4-ESS3 Earth and Human Activity

Students who demonstrate understanding can:

4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. 🌱

NJ: 2023 SLS: English Language Arts

NJ: Grade 4

Language Domain

Fluency

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

L.RF.4.4.A. Read grade-level text with purpose and understanding.

L.RF.4.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Foundational Skills: Writing Language
Spelling**

L.WF.4.2. Demonstrate command of the conventions of encoding and spelling.

L.WF.4.2.A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2.B. Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2.C. Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2.D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

L.WF.4.3.A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3.C. Use independent clauses and coordinating conjunctions.

L.WF.4.3.D. Form irregular verbs; form and use progressive tenses.

L.WF.4.3.E. Form and use possessive nouns and pronouns.

L.WF.4.3.F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

L.WF.4.3.G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.WF.4.3.H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1.B. Choose words and phrases to convey ideas precisely.

L.KL.4.1.C. Choose punctuation for effect.

L.KL.4.1.D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VL.4.2.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

L.VL.4.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.4.3.A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

L.VI.4.3.B. Determine the meaning of words and phrases that allude to significant characters found in literature.

L.VI.4.3.C. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.4.3.D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain Reading

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 🦋

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Domain

Writing

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 🦋

W.AW.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. 🦋

W.AW.4.1.B. Provide reasons that are supported by facts from texts and/or other sources. 🦋

W.AW.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). 🦋

W.AW.4.1.D. Provide a conclusion related to the opinion presented. 🦋

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

Speaking and Listening

SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🦋

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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Computer Science & Design Thinking
NJ: 2020 SLS: Computer Science & Design Thinking

Career Readiness, Life Literacies, Key Skills

NJ: End of Grade 5		
8.1 Computer Science: Data & Analysis Data can be organized, displayed, and presented to highlight relationships. 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim. Copyright © State of New Jersey, 1996 - 2020.		
Interdisciplinary Instruction Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)	NJ Mandates NJ Mandates All Grades NJ Mandates Mandates Climate Change: The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change.	
Additional & Supplementary	ELA Companion Standards (6th-12th Only)	
~KNOWLEDGE~		
Enduring Understandings • Readers compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures • Readers interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. • Readers describe the overall structure (ex: Cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text	Essential Questions • What similarities and differences can we find in the portrayal of common topics across authors from various backgrounds? • How do authors from different cultures use events within their stories to communicate their perspectives on a shared theme? • What can we learn about cultural values and beliefs by comparing the way similar themes are handled in texts from different authors? • How does the structure of a text help in understanding the sequence of events or the relationship between ideas and concepts? • How can identifying the text structure aid our comprehension and retention of key information presented by the author? • How can we effectively use multiple sources to gather information on a specific topic for a research project?	
Content	Vocabulary	Skills/Performance Expectations

		Students will be able to... • Compare and contrast themes, topics, and patterns of events in myths from different cultures • Use a story map to compare myths and write about the similarities and differences in a short response • Justify ideas about why many cultures tell similar stories • Understand information in timelines, graphs, diagrams, and charts • Explain how visuals support understanding of a text • Compare and contrast information from text and visuals, using a graphic organizer • Use complete sentences to tell a partner how timelines, graphs, diagrams, and charts support understanding • Identify and describe a problem-solution structure in a text or part of a text • Identify and describe a cause-effect structure in a text or part of a text • Use academic vocabulary to describe the structure of part or all of a text • Explain in writing how authors use text structure to organize information • Justify opinions about solar power in partner discussion, using sentence frames
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Stage 2: Assessment Evidence

Assessments

Unit 6- 4th ELA Assessments

Stage 3: Learning Plan

Resources

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations

Suggested Learning Activities

Other Assessments

Formative

- Quizzes
- Exit slips

- Engage in discourse/Turn and talk
- Google Slide
- Third party vendors and websites such as:

-CommonLit

-Kahoot

-Actively Learn

-Read Works

-Flipgrid

-Padlet

- Peer/Self Assessments
- Read/Think, Talk
- Strategic Questioning, Ex: "What have you noticed?"
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot- Ex: Using context clues
- Padlet- "What did you learn? Did your perspective change?"
- Teacher Anecdotal notes describing the elements of the story
- Check-lists
- Narrative Writing Rubrics Created by Supervisor
- Teacher made rubrics on summarizing the story
- Teacher Observations on using appropriate grammar in their writing
- Student Tracking Chart on answering A & B Type questions when finding and supporting the theme of a story

Summative

- Unit Assessment
- Final Processed Writing Piece

Benchmark

- Benchmark Assessments

Alternative

- Portfolio on writing process pieces
- [CommonLit](#) for reading passages and quizzes
- Kahoot for games on current skills
- [Actively Learn](#) free reading passages
- Learn Zillion ELA to explain current skills
- [Book Adventure](#) for "I Pick" pick books
- [Read Works](#) for reading passages and questions
- TeachHub- Video Writing Prompts for videos of lessons
- Achieve the Core for lessons on current skills
- BrainPop for lessons and quizzes on current skills

Special Ed Accommodations	
At-risk Accommodations 4th Grade ELA Differentiation Options	Gifted and Talented Accommodations 4th Grade ELA Differentiation Options
Stage 4: Reflection	
Teacher Reflections	



ELA Grade 4

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 4 / English Language
Arts / ELA Grade 4

Tuesday, July 29, 2025, 6:16PM

Last Updated: Monday, October 14, 2024 by Jamie Meroney
Meroney, Jamie; Mille, Christine

4th Grade English Language Arts Integrates reading, writing, speaking, listening, and the study of vocabulary and grammar in a way that engages learners and supports them in building a broad and diverse set of literacy skills.



Unit Planner: OCC1-Fiction, Narrative Writing (45 Days) ELA Grade 5

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 5 / English
Language Arts / ELA Grade 5 / Week 1

Last Updated: Monday, October 14, 2024 by Rachel Katz

OCC1-Fiction, Narrative Writing (45 Days)
Mille, Christine

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 1 (45 days): As students read each week for close reading of the text, they will annotate, cite text evidence to support their ideas and opinions, and write short analytical responses. Over the course of the unit, students will develop one to two longer narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using the writing process. 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)

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 5

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Civic Mindedness

Certain dispositions help individuals contribute to the health of American democracy.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

NJ: 2023 SLS: English Language Arts

NJ: Grade 5

Language Domain

Fluency

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

L.RF.5.4.A. Read grade-level text with purpose and understanding.

L.RF.5.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing
Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.5.2.A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- L.WF.5.2.B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- L.WF.5.2.C. Ensure agreement between subject and verb and between pronoun and antecedent.
- L.WF.5.2.D. Distinguish between frequently confused words.
- L.WF.5.2.E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
- L.WF.5.2.F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
- L.WF.5.2.G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
- L.WF.5.2.H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.KL.5.1.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.KL.5.1.B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- L.KL.5.1.C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- L.VL.5.2.A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- L.VL.5.2.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- L.VL.5.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.VI.5.3.A. Interpret figurative language, including similes and metaphors, in context.
- L.VI.5.3.B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.VI.5.3.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading Domain

Reading

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
- RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Writing Domain

Writing

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.NW.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.NW.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.NW.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

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

W.NW.5.3.E. Provide a conclusion that follows from the narrated experiences or events.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

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

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

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Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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Interdisciplinary Instruction

NJ Mandates

NJ Mandates

All Grades

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

Social Studies, Science, and Math will be integrated when authentically appropriate through literature, text, and real-world activities.

Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

NJ Mandates

Mandates

Curriculum Development:
Integration of 21st Century
Skills and Themes and
Interdisciplinary
Connections: (N.J.A.C 6A:8-
3.1(c))

Additional & Supplementary

Performance Tasks/Use of Technology:

- Technology integration:
 - SMART Board activities
 - Google Forms quizzes
 - Peardeck slides
 - Webquests
 - Hyperdoc activities
 - Podcast creation
 - Kahoot games
 - Quizlet review
 - Socrative assessment
 - YouTube videos
 - Google Docs/Slides/Sites creation
 - Flipgrid activities
 - Spreaker recording
 - <https://www.commonlit.org/>
 - <https://kahoot.com/>
 - <https://www.activelylearn.com/>
 - <https://info.flipgrid.com/>
 - <https://padlet.com/>

Social and Emotional Learning

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

ELA Companion Standards (6th-12th Only)

-Evaluate personal, ethical, safety and civic impact of decisions

~KNOWLEDGE~

Enduring Understandings

- Writers must make choices about how to structure their writing based on its intended purpose.
- Narratives provide a way to share real or imagined experiences.
- Good readers internalize appropriate reading strategies and apply these to the independent reading of a variety of texts.
- Readers use context clues as a means for deciphering unknown words, which ultimately aids in overall comprehension.
- Characters' motivations, circumstances, and interactions with others drive plot development.

Reading

Thinking critically about texts can help me gain new understanding about themes.

Responding to reading orally and in writing helps to extend my understanding of the text.

Listening to the ideas of others allows me to uncover new ideas I didn't consider.

Writing

Writers use strategies that help them to write powerful stories such as thinking of turning points in their lives and writing about them.

Effective narrative writing requires the writer to be able to write in a way that the reader experiences the story as it unfolds.

As a writer, it is important to write through the narratives eyes and tell the story exactly as he/she experienced it.

It is important for a writer to pause and reflect on the progress you've made and set goals for yourself.

Essential Questions

- How does the purpose influence the writing?
- Why do writers share their real or imagined stories?
- How do readers use evidence to support their comprehension of the text?
- How does the characters' circumstances drive the plot development?

Reading

How does attending to the literary elements, the details, and the point of view support my reading comprehension?

How does interpreting and analyzing themes in texts help me to develop critical thinking skills?

How do discussions with peers help me think critically about text, and grow ideas?

Writing

How can I write a powerful personal narrative that carries significance?

How can you write with emotions so that your reader can experience them as they read your stories?

Content	Vocabulary	Skills/Performance Expectations
<u>Reading</u> Readers identify key elements and analyze narrative stories. Readers determine key ideas, theme, and main ideas, using what the text says explicitly. Readers will learn how the point of view of the story influences what is happening in the story. Readers will learn how to infer about characters (the way a character talks, the words they choose, the tone of voice, and emotional cues the author adds in with dialogue). Readers will learn to identify life lessons from the characters' struggles, breakthroughs, and realizations. Readers will learn to define theme (found in fiction) and compare/contrast it to a lesson or moral. Readers will learn to distinguish between the topic of a text (its simple subject) and its theme. <u>Writing</u> Writers will learn to write narratives. Writers will learn to use technology to produce a writing. Writers will learn to think of turning points in your life such as first times, last times or times you realized something help you generate ideas for writing narratives. Writers will learn to use the narrator's point of view and use its importance to capture it in their writing. Writers will learn to elaborate on specific parts or scenes by slowing down the action, adding details, giving details, showing small actions, and adding internal thinking. <u>Vocabulary</u>	theme, realizations, inference, interpreting, paraphrase	Students will be able to... • Cite relevant evidence from literature to support who the characters, setting, plot and sequence are in the text by completing a writing response with a 70% accuracy • Engage in collaborative discussions by using peer talk • Write a narrative text using the components of the writing process with a 70% accuracy • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons with a 70% accuracy • Use context clues to understand the meaning of a word while reading text with a 70% accuracy • Acquire and use academic vocabulary in writing samples and orally with 70% accuracy

interpret, determine, summarize, compare and contrast, describe, express, build, collaborate, theme, narrator, point of view, genre

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons in written responses
- Produce compound sentences by joining two simple sentences with a comma and a conjunction in written responses
- Produce complex sentences by using a subordinating conjunction in written responses with 70% accuracy

Reading

Post-it major events that happen to a character and regard these events as windows into a character.

Fill in the gaps in the text by drawing on what they learn from the book, from other books, and from their own lives.

Infer about what characters do and how they do those things (the way a character talks, the words they choose, a tone of voice, and emotional

cues the author adds in with dialogue).

Determine which relationships are important to characters within a story (friendships, parent-child relationships, oppositional relationships, groups).

Learn life lessons vicariously from the characters' struggles, breakthroughs, and realizations.

Collect and analyze details in the text and discuss what greater meaning they may have outside of the actual story or that particular character's life, i.e. what did this character do right/wrong and what should be learned from it.

Jot down evidence from a text to support an idea and also share this thinking with peers and teachers.

Using details from the text and characterization, determine the theme of a narrative when summarizing.

Understand the importance and meaning of figurative language in a narrative.

When responding to text in writing, use text to summarize and paraphrase supporting

answers with direct text quotes.

Prepare materials to participate in collaborative discussions with peers about a topic or piece of writing.

Follow the established rules of good discussion.

Use skills/knowledge of affixes to assist, as well as, synonyms and antonyms in defining unfamiliar vocabulary.

Reading Foundations

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

Identify syllabication patterns Knowledge: Identify root words.

Explain meanings of prefixes and suffixes.

Read multi-syllabic words in and out of context.

Identify oral reading with accuracy, appropriate rate, and expression.

Identify rereading as a strategy when confirming or self-correcting words.

Apply reading strategies for

accuracy, rate, and expression.

Confirm or self-correct context, word recognition, and understanding.

Read on-level text fluently and accurately with expression at the appropriate rate.

Writing

Write narratives that establish a situation, uses dialogue, descriptions, concrete and/or sensory details and uses transitional words or phrases.

Follow the steps in the cyclical process of writing: generate, nurture, draft, revise & edit, publish.

Explain how/ use transitional words, phrases, and clauses to advance the sequence of events.

Use dialogue and description to develop experiences and events.

Develop characters through dialogue, description, actions, and reactions.

Identify appropriate additions to narrative excerpts (e.g., dialogue and descriptive details) that enhance the sensory or concrete details.

Organize their work logically and successfully while utilizing narrative techniques.

Revise and edit to clarify meaning using the appropriate conventions of English grammar and usage, capitalization, punctuation, and spelling.

Become familiar with the rubrics used to evaluate student writing. Set goals for themselves as they work to improve their writing skill and craft.

Grammar/
Conventions

Use order adjectives within sentences to conventional patterns.

Use progressive verbs to show past, present, and future.

Use adverbs in writing.

Use subject/verb agreement with 1st, 2nd, and 3rd person pronouns.

Use prepositions correctly in a sentence.

Produce and expand the complete simple and compound four types of sentences.

Correct sentence fragments and run-on sentences in writing.

		Punctuate a dialogue between two or more characters. Use grade level appropriate punctuation and grammar. Use paragraph structure for narratives when writing.
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Stage 2: Assessment Evidence

Assessments

Narrative Writing

Benchmark: Written: Narrative

Demonstrating your knowledge of writing events in sequence and using descriptive language, write a very short story telling of a fantastical adventure such as The Wizard of Oz or Alice in Wonderland. Be as creative as you'd like; go down a drain pipe, into a grain of sand, to the reaches of outer space, or inside the mind of your dog - you name it! Compare yourself to at least one character from one other book, movie, or poem in your piece using proper title punctuation.

Benchmark Assessments

Summative: Test: Standardized

District benchmark assessments should provide grade level reading material scaffolded across the year. Reading assessments should give students the opportunity to answer questions on varying levels of comprehension complexity, as well as provide opportunities to use textual evidence to support thinking.

Independent Reading

Formative: Performance: Skill Demonstration

Assess students at their level. Use specific questions to engage students in their reading.

Quizzes

Summative: Test: Common

Quizzes from Selection Tests Reading Wonders as well as Cold Reads from Wonders. Students will be assessed on the standards taught through use of leveled passages with reader response, guided reading assessment, oral assessment.

Informal Running Records

Formative: Performance: Skill Demonstration

Give students informal running records to track student progress.

Portfolio

Alternative: Other: Student Portfolio

 [Unit 1-5th ELA Assessments](#)

 [Grade 5- Benchmark 1.pdf](#)

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- [Writing a Personal Narrative - Episode 1: Brainstorming a Story for Kids](#)
- Leveled Texts
- Sentence stems provided by teacher in a T-chart
- Partners/ pairs (turn and talk)
- Anchor Charts for each individual child with keywords to support lessons for students to fill in and/or highlight.

Suggested Learning Activities

Processed Writing: Narrative

Read "[An A from Miss Keller](#)"

Other mentor texts you can use with this same lesson include: [Those](#)

- Word Banks with current vocabulary

Resources for students **approaching** grade level expectations:

- Differentiated articles according to student data
 - [CommonLit Library | Browse Content by Theme, Grade Level and More](#)
- Leveled Texts
- Writer's checklist to support organization
- Partially completed [T-chart Graphic Organizer](#) completed by teacher to support text structure
- EZ readers to support fluency
- Highlighters to support close reading strategies and identify key words to provide evidence of answers
- Example essay with words circled or highlighted to mimic
- Provide sentence starters and graphic organizers
- Anchor Charts for each individual child with keywords to support the lesson

Resources for students **exceeding** grade level expectations:

- Differentiated articles based on student levels
- Leveled Texts
- Venn Diagram Graphic organizer to compare and contrast theme statements
- Compare and contrast historical fiction and fiction facts in T-chart
- Encourage self assessments using charts and lists
- Anchor Charts

Professional Resources

The Reading Strategies Book by Jennifer Serravallo

The Writing Strategies Book by Jennifer Serravallo

Units of Study for Teaching Writing by Lucy Calkins

Patterns of Power (writing conventions) by Jeff Anderson

The Fountas & Pinnell Literacy Continuum

Primary and Elementary Literary Resources shared folder on Google Drive

Mentor Texts

Shoes or A Chair for My Mother

Lesson:

- **I Do:** Introduce the Narrative packet and show them the Brainstorm page, model the brainstorming with teacher Personal Narrative topic
- **We Do:** Read *An A from Miss Keller* and fill out [anchor chart](#) while S fill out a sheet at their seats of the small moments
- **They Do:** Brainstorm what they will be writing in their graphic organizers.
- Choice boards in Writing Workshop

Watch [video](#) during each step of the writing process. Ex. before brainstorming, show episode 1 of the series and then turn and talk to discuss ideas for brainstorming.

Mini Lessons for Narrative

• [The Ultimate Guide to the 6 Traits of Writing | Smekens](#)

- **I Do:** Introduce traits using explanation from link above, anchor charts, and [6+1 traits checklist](#) Use this presentation to learn about or share with students slides and have them take notes: [writing or Six Traits of Writing Process](#)

"Step 2 of a mini-lesson often includes revealing examples of

Childtimes by Eloise Greenfield

"Goosebumps" (Calkins)

Peter's Chair by Ezra Jacks Keats

Papa Wakes Up Tired in the Dark by Sandra Cisneros

Charlotte's Web by E.B. White

"Eleven" by Sandra Cisneros

Wonders Texts

One Hen

A Fresh Idea

Shelter in a Storm

Whitewater Adventure

Second Day, First Impression

- Provide mini literature circle directions
<http://www.lauracandler.com/filecabinet/literacy/PDFLC/minilircircles.pdf>
- Provide explicit instruction in figurative language, teachers can find a variety of PowerPoint presentation to support this instruction at
<http://www.freeclubweb.com/powerpoints/languagearts/figurative.html>
- Use <http://edu.glogster.com/> or similar online program to post poems
- Following completion of the narratives, teachers may choose to establish a venue for students to share their writing, this could be a time to share or even a place in which to publish their writing for public viewing, there are links to several great publication sites available at
<http://comminfo.rutgers.edu/professional-development/childlit/ChildrenLit/childpublishing.html>
- Review verb tense (past, present, future, past perfect, present perfect, and future perfect) in connection with conveying chronology, a helpful reference can be found at
<http://owl.english.purdue.edu/owl/resource/601/01/>
- Four dimensions vocabulary graphic organizer,
<http://162.127.6.150/esu6/Gems/instructionalstrat/fourDVocab.doc>
- Create a quiz using an online response program like <http://www.socrative.com/>, ask questions about figurative language including similes, metaphors, hyperboles, idioms, adages, and proverbs.

Leveling

Lexile Leveling System: <http://www.lexile.com/>

Fountas and Pinnell <http://www.fountasandpinnell leveledbooks.com/>

Scholastic Book Wizard: <http://www.scholastic.com/bookwizard/>

the skill in action. Mentor text reveals the skill within real-world writing. Consider sharing picture books with your students to demonstrate a specific trait. Even middle school and high school students enjoy picture books! Look for excerpts from chapter books and novels that exemplify a specific writing skill. Collect authentic text (ex.newspaper articles, websites, cartoons, etc.) to show students that current trends in writing include the traits in writing.`` -Smekens

*Use student anchor papers to convey what "good" writing looks like for a specific assignment. Some good narrative texts to use as mentors are "An A For Miss Keller" Or "A Chair For My Mother."

- We Do: Turn and talk during and/or after read-aloud to discuss when and how traits were used in the story. Turn and talk to discuss ideas for their narrative process writing piece.
- You Do: Begin the first step of the writing process (brainstorm) for students' personal narratives. During each step you can also focus on one or two 6+1 traits. For example, the trait "ideas" can be practiced during the brainstorming process by first completing a small "narrow down" upside down triangle activity. Students will choose one broad idea, and narrow it down two or three more times to make it more specific.

Writing tips and activities

<http://allwritewithme.com/>

Holocaust Lessons and Literature

"Number the Stars"

"Tiger Rising"

Amistad Lessons and Literature

"Across the Lines"

Social Studies, Science, and Math will be integrated when authentically appropriate through literature, text and real-world activities.

2017 NJSL- Social and Emotional Learning standards

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges
- Evaluate personal, ethical, safety and civic impact of decisions

[Narrative Writing Checklist.pdf](#)
[G5B1S03 CH StratPersNar \(1\).pdf](#)
[Goosebumps Writing Sample.pdf](#)
[Turning Points Anchor Chart.pdf](#)
[5th Grade Narrative Rubric.pdf](#)

Ex: Summer Break->
The Boardwalk-> The
night I won a giant
candy bar at the
basketball game!

Repeat appropriate mini lessons for each trait. Another example activity for the trait "conventions" could be editing sentences or paragraphs with proper editing marks.

Reading Instructional Guidance:

- Model with a read-aloud or shared text--- highlight and discuss difficult words and phrases, similes, and metaphors as encountered in the text
- Model how to annotate in book margins or use post-it notes to write short jottings/ connections.
- Introduce different types of text structures commonly found in the literature (i.e., traditional plot graph for fiction including the introduction of characters and set-up of conflict, complications and climax, resolution) and use read-aloud or common text to practice identifying the structure of a piece of literature.
- Model using multiple mentor texts within the same genre that represent two or more approaches to a theme or topic.
- Model close reading through read-aloud.
- Design text-dependent questions.

- Employ gradual release of responsibility.
- Conference with students individually and in small groups.
- Establish student learning-partnerships.

Writing

See the attached documents below.

 [Launching/Personal Narrative Unit](#)

 [Narrative Checklist - Grade 5 Illustrated.pdf](#)

 [Narrative Checklist - Grades 5 & 6.pdf](#)

 [Narrative Checklist - Grades 4 & 5.pdf](#)

 [5th Grade Narrative Rubric.pdf](#)

 [Grade 5 Narrative Demonstration Text.pdf](#)

 [Grade 5 Narrative Student Writing Sample.pdf](#)

 [Testing Genre Narrative Teacher Model.pdf](#)

 [NJSLA Writing Unit.pdf](#)

Multi-Language Learner Accommodations

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a "buddy" (does not necessarily have to speak the primary language)
- Allow electronic translator
- Reword and repeat directions
- Clarification of directions
- Word banks
- Provide outlines, study guides
- Use graphic organizers
- Reduce multiple choice answers to two
- Pre teach vocabulary

Notes

use of story maps

leveled reading

504 Accommodations

Special Ed Accommodations

- Work in small groups
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (Digital text)
- Extended time on tests and written work as requested by student and as noted in IEP
- Take exams in small groups as noted in IEP
- Follow all modifications in IEP
- Adjust number of items student is expected to complete
- Provide copy of accurate class notes
- Provide timelines for work completion
- Break down tasks into manageable units
- Use visual aids
- Provide small group instruction

Learning Ally: Audio Books for Struggling Readers

At-risk Accommodations

- Homework
- Leveled Reading
- Supplemental Assignments
- Provide extra help sessions
- Provide peer tutors

Notes

Provide daily planner for organization and communication home

Gifted and Talented Accommodations

- Increase depth of learning
- Pace of instruction may be accelerated
- Extend scope of topic
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Notes

Stage 4: Reflection

Teacher Reflections



Unit Planner: OCC 2-Nonfiction, Informative Writing (45 Days) ELA Grade 5

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 5 / English
Language Arts / ELA Grade 5 / Week 1

Last Updated: Monday, October 14, 2024 by Rachel Katz

OCC 2-Nonfiction, Informative Writing (45 Days)
Mille, Christine

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 2 (45 days): As students read each week for close reading of the text, they will annotate, cite text evidence to support their ideas and opinions, and write short analytical responses. Over the course of the unit, students will develop one to two informative/explanatory texts to examine a topic and convey ideas and information clearly, using the writing process. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 5

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

Democratic Principles

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.1 U.S. History: America in the World: Geography, People, and the Environment

Human Environment Interaction

Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States. 🌱

NJ: 2023 SLS: English Language Arts

NJ: Grade 5

Language Domain

**Foundational Skills: Reading Language
Phonics and Word Recognition**

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

L.RF.5.4.A. Read grade-level text with purpose and understanding.

L.RF.5.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.WF.5.2.A. Avoid fragments, run-ons and rambling sentences, and comma splices.

L.WF.5.2.B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

L.WF.5.2.C. Ensure agreement between subject and verb and between pronoun and antecedent.

L.WF.5.2.D. Distinguish between frequently confused words.

L.WF.5.2.E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

L.WF.5.2.F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

L.WF.5.2.G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

L.WF.5.2.H. Spell grade appropriate words correctly, consulting references as needed.

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

L.KL.5.1.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.5.1.B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.KL.5.1.C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2.A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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

L.VL.5.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.5.3.A. Interpret figurative language, including similes and metaphors, in context.

L.VI.5.3.B. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.5.3.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading Domain

Reading

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

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

Writing Domain

Writing

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

W.IW.5.2.A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

W.IW.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.IW.5.2.C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

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

W.IW.5.2.E. Provide a conclusion related to the information of explanation presented.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

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

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Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

3-LS4-4: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

NJ Mandates

NJ Mandates

All Grades

NJ Mandates

Mandates

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections: (N.J.A.C 6A:8-3.1(c))

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Climate Change: The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change.

Diversity and Inclusion: Requires school districts to include instruction on diversity and inclusion as part of implementation of New Jersey Student Learning Standards.

AAPI Instruction: P.L.2021, c.416 Every board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Social Studies.

Additional & Supplementary

ELA Companion Standards (6th-12th Only)

Performance Tasks/Use of Technology:

- Technology integration:
 - SMART Board activities
 - Google Forms quizzes
 - Peardeck slides
 - Webquests
 - Hyperdoc activities
 - Podcast creation
 - Kahoot games
 - Quizlet review
 - Socrative assessment
 - YouTube videos
 - Google Docs/Slides/Sites creation
 - Flipgrid activities
 - Speaker recording

~KNOWLEDGE~

Enduring Understandings

- Effective communication relies on the usage of the writing process.
- An information writing purpose is to demonstrate understanding and for readers to be informed.
- Readers develop a better understanding through reflection of text, by using close reading strategies.
- Readers analyze the structure of a text to locate information, determine how parts are related, and construct overall meaning.
- Readers analyze multiple texts on similar themes or topics to build knowledge and to compare authors' approaches.

Essential Questions

Reading

How I read tons of high-interest nonfiction texts, reading to learn all I can, and to read faster, smoother, with absorption, all while learning from the text?

How can I use all that I know about nonfiction reading and research to learn about a personal inquiry topic?

Writing

How can I write a research-based argument essay that is supported by reasons and backed by evidence?

How do authors' perspective and craft form arguments?

How can reading across texts deepen my understanding of an issue?

How can I become an advocate?

Content

Reading

Readers will learn to evaluate an argument/claim and examine the evidence that goes along with it.

Readers will learn to interpret what the text says and make

Vocabulary

claim, copyright, determine, summarize, compare and contrast, describe, identify, build, conduct, explain, evidence, support, investigation, synthesize, main idea, key details, summary, text structure, primary sources, quote, apply, read, engage, report, inferences, main ideas

Skills/Performance Expectations

Reading

Read nonfiction texts closely to make meaning of what was read.

connections, using evidence as proof.

Readers will learn how a point of view influences the story.

Readers will learn to read research-based stories and analyze the information in it to answer questions.

Readers will learn how to ask questions to help analyze our evidence and fortify our thinking.

Writing

Writers will learn research and write about a topic.

Writers will learn to group related ideas logically to support purpose.

Writers will learn how to determine reasons supported by facts and details.

Writers will learn how to use technology to produce their writing.

Writers will learn the importance of doing research for an argument piece of writing.

Writers will learn to direct relevant quotes from research help make an argument piece more powerful.

Writers will learn that studying different writing formats help convey a message in the best way possible.

Writers will learn that reading critically will help you write more critically.

Vocabulary

determine, summarize, compare and contrast, describe, identify, build, conduct, explain, evidence,

Make personal connections, make connections to other texts, and/or make global connections.

Demonstrate the ability to determine the meaning of words and phrases as they are used in a text.

Summarize key points in a text.

Identify main ideas and details that support the main idea.

Reading Foundations

Know grade-level phonics and word analysis skills in decoding words

Identify syllabication patterns
Knowledge: Identify root words

Explain meanings of prefixes and suffixes

Apply grade-level phonics and word analysis in decoding words

Read multi-syllabic words in and out of context

Identify and understand the foundational skills for reading

Identify textual purpose and understanding

Identify oral reading with accuracy, appropriate rate, and expression

Identify rereading as a strategy when confirming or self-correcting words

Determine the purpose for reading an on-level text

Apply reading strategies for accuracy, rate, and expression

Confirm or self-correct context, word recognition, and understanding

support, investigation, synthesize, main idea, key details, summary, text structure, primary sources, quote, apply, read, engage, report, inferences, main ideas

Read on-level text fluently and accurately with expression at the appropriate rate.

Writing

Determine reasons and group related ideas logically to support purpose.

Establish links between opinions and reasons using words, phrases, and clauses.

Formulate and write an opinion piece supported with reasons and information.

Opinion piece should include a strong clear introduction, thesis statement, and organizational structure, and the concluding statement.

Opinion piece should include links between opinion and reasons.

Choose a few conjunctions to discuss purpose and placement in a sentence.

Become familiar with the rubrics used to evaluate student writing. Set goals for themselves as they work to improve their writing skill and craft.

Conduct research and develop/present a multimedia presentation that integrates information from more than one source; anticipate and respond to questions from classmates.

Relate information gathered from research and present it in the essay using language and style appropriate to purpose and audience, while demonstrating a command of grade-appropriate standard English-language conventions.

		Successfully revise and edit their work for clarity and accuracy. Edit to clarify meaning using the appropriate conventions of English grammar and usage, capitalization, punctuation, and spelling. Write on-demand in response to given prompts. <u>Grammar/ Conventions</u> Define and identify items in a series. Separate items in a series using appropriate punctuation. Outline comma rules for setting off introductory words and phrases, the words yes and no, tag questions, and direct address. Apply comma rules to set off the words yes and no in sentences. Apply comma rules to set off a tag question from the rest of the sentence. Apply comma rules to indicate a direct address. Indicate a title by using the proper punctuation for the text. Identify introductory words and phrases. Separate an introductory element from the rest of the sentence by using commas. Spell grade-appropriate words correctly. Use references as needed to aid in spelling.
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Stage 2: Assessment Evidence

Assessments

Benchmark Assessments

Summative: Test: Standardized

District benchmark assessments should provide grade level reading material scaffolded across the year. Reading assessments should give students the opportunity to answer questions on varying levels of comprehension complexity, as well as provide opportunities to use textual evidence to support thinking.

Research Based Argumentative Essay

Summative: Written: Essay

Demonstrating knowledge of contents of a research based argumentative essay.

Independent Reading

Formative: Performance: Skill Demonstration

Assess students at their level. Use specific questions to engage students in their reading.

Quizzes

Summative: Test: Standardized

Quizzes from Selection Tests Reading Wonders as well as Cold Reads from Wonders. Students will be assessed on the standards taught through use of leveled passages with reader response, guided reading assessment, oral assessment.

Informal Running Records

Formative: Performance: Skill Demonstration

Give students informal running records to track student progress.

Portfolio

Alternative: Other: Student Portfolio

[Unit 2-5th ELA Assessments](#)

[Grade 5- Benchmark 1.pdf](#)

[18-19 Elementary Writing Scope & Sequence with Assessments.pdf](#)

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- [Newsela](#) articles aligned with
- Leveled Texts
- Sentence stems provided by teacher in a [T-chart graphic organizer](#) to sequence the story structure
- Partners/ pairs (turn and talk)
- Anchor Charts for each individual child with keywords to support lessons for students to fill in and/or highlight.
- Word Banks with current vocabulary

Resources for students **approaching** grade level expectations:

- Differentiated according to student data
- Leveled Text
- Writer's checklist to support organization
- Partially completed [T-chart Graphic Organizer](#) completed by teacher to support text structure
- EZ readers to support fluency
- Highlighters to support close reading strategies and identify key words to provide evidence of answers
- Example essay with words circled or highlighted to mimic

Suggested Learning Activities

Evidence Based Writing Project: [Protecting Animals 6.1.2.Geo.HE.1](#)

Processed Writing Lesson- Informational using 3 sources:

I Do: Introduce a research paper using three resources using an anchor chart or model of one completed

We Do: Allow students to pick a topic from suggestions of teacher made list Ex. Walt Disney Create at least 2-3 questions to research: Ex: How did Walt start Disney?

They Do: Students begin their research with a book, article and video to start their first drafts. Students can find a video and article on the topic using the Kids Search Engine

Teachers meet with students to assist in revisions using

ARMS: Add, Remove, Move, Substitute

Collect and assess for understanding. Use as a summative assessment (Processed writing)

- Provide sentence starters and graphic organizers
- Anchor Charts for each individual child with keywords to support the lesson already filled out and highlighted.

Resources for students **exceeding** grade level expectations:

- Differentiated according to student data
- Leveled Text
- Venn Diagram Graphic organizer to compare and contrast theme statements
- Compare and contrast historical fiction and fiction facts in T-chart
- Encourage self assessments using charts and lists
- Anchor Charts
- Useful links / online resources:
 - [Informational writing writing process video series](#)
 - Print Material
 - White board
 - Computer
 - Smart Board
 - iPads/Laptops
 - District Approved and Selected novels
 - Kids Search Engine
 - Achieve the Core Various types of writing
 - NJDOE Rubric for Narrative Writing
 - NJDOE Rubric for PCR's
 - Picture Books
 - [Brainpop /organization of writing](#)
 - <http://theoceancountylibrary.org/>
 - <http://www.readwritethink.org/>
 - <https://newsela.com/>
 - <https://www.commonlit.org/>
 - <https://www.activelylearn.com/>
 - <https://www.readworks.org/>
 - <https://owl.purdue.edu/>

Professional Resources

The Reading Strategies Book by Jennifer Serravallo

The Writing Strategies Book by Jennifer Serravallo

Units of Study for Teaching Writing by Lucy Calkins

On Demand Writing Lesson: Climate and Culture **Achieve the Core Lesson** 6.1.2.Geo.HE.1

I Do: Watch the [Water Tips video](#) and discuss with students Ex. Why is it important to save water?

We Do: Read carefully the article about Water tips Water articles [using safesearchkids.com](#). Have the students take notes using Cornell style [Examples of Cornell Notes](#) Ex. What can you do to save water? Why is saving water important? Turn and talk to your partner to discuss.

They Do: Students will write about Why it is important to save water and complete using the rest of the class period

Collect and assess for understanding.

Reading Skill Lesson- Smekens Theme Lesson_

I Do: Review/Teach Theme using anchor chart We Do: Distinguish between a theme statement and topics. Generate a list of topics and create theme statements. Read a picture book Ex. [Salt in His Shoes](#) and determine the topic to create the theme statement . Students fill out theme statement sheets and partners talk to verify their statements. They Do: Students read two passages, fill out theme statements and answer questions. (Teacher finds passage according to their Lexile levels) Then answer PCR (open-ended): How did Michael's actions contribute to the story? How did his actions contribute to the theme of the text? (faith, hope, working together, etc.) *Collect and assess for understanding. Use as a formative assessment.*

Research Writing Lesson: Holocaust Activity: (6.1.5.CivicsDP.2)

I Do: Read a selected text on the [Holocaust](#), such as [Flowers on the Wall](#) by Miriam Nerlove

We Do: During the read aloud session, stop at the salient points and ask these types of questions rather than at the end of the story so that knowledge is building. • What is life like in Poland for Jews before the coming of the Nazi conquest? • Explain new terminology and create an anchor chart. How do the events impact the main character and his or her family?

They Do: Write a short poem or paragraph about the main character. Consider including an artistic portrayal.

Patterns of Power (writing conventions) by Jeff Anderson

The Fountas & Pinnell Literacy Continuum

Primary and Elementary Literary Resources shared folder on Google Drive

Mentor texts

The article: "Nutrition in Disguise: What the Midwest Dairy Council Has to Say about Chocolate Milk"

The article: "Chocolate Milk: More Harmful than Healthful"

Video: *Flavored Milk: Tasty Nutrition*

Video: *Sugar Overload*

Wonder's Text

"The Future of Transportation"- Unit 1 week 5

"Who Wrote the Us Constitution" -Unit 2 week 1

"The Story of Snow"- Unit 3 week 3

"Macchu Picchu: Ancient City"- Unit 3 week 5

Persuasive PowerPoints:

<http://writing.pppst.com/persuasive.html>

Holocaust Lessons and Literature

"Number the Stars"

"Tiger Rising"

Amistad Lessons and Literature

"Across the Lines"

Read and find the main idea

lesson: <https://www.commonlit.org/en/texts/courtney-craven>

Research Writing Lesson: Influential Person Research and Informational Writing

-Students use the Influential Person List (Includes AAPI) to conduct preliminary research to determine who they will write about. Students choose person and then thoroughly researching (short bio/background info; accomplishments; why this person should be remembered/their influence)

***See attachment of Influential Person List**

[Influential People-Informational 5th](#)
[Influential People Essay Assignment](#)

Multi-Language Learner Accommodations

504 Accommodations

ELA-5th Differentiation Options

G5B4 ChocSugaryDrinks.pdf

G5B4S05 CH ResWrRevise.pdf

G5B4S06	CH	HowToArgument.pdf
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G5B4S08	CH	ArgueSystems.pdf
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G5B4S11	Counterclaims.pdf
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G5B4S12 ReasonFlaws.pdf

G5B4S20 AlterLang.pdf

RUBRIC.pdf

CL Editing G5B4.pdf

G5B4 BibBottleH20.pdf

At-risk Accommodations

- ## Notes

ELA-5th Differentiation Options

FCRR- Student centered activities by reading level

- Increase depth of learning
- Pace of instruction may be accelerated
- Extend scope of topic
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Notes

ELA-5th Differentiation Options

ELA-5th Differentiation Options

Student Centered Activities by Reading Level

Stage 4: Reflection

Teacher Reflections



Unit Planner: OCC 3-Fiction,Nonfiction,Opinion Writing (45 Days) ELA Grade 5

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 5 / English
Language Arts / ELA Grade 5 / Week 1

Last Updated: Monday, October 14, 2024
by Sabrina Campana

OCC 3-Fiction,Nonfiction,Opinion Writing (45 Days)
Mille, Christine

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 3 (45 days): As students read each week for close reading of the text, they will annotate, cite text evidence to support their ideas and opinions, and write short analytical responses of the text. Over the course of the unit, students will develop one to two long opinion pieces on topics or texts, supporting a point of view with reasons and information. Determine two or more main ideas of a text, identify the theme and explain how they are supported by key details; summarize the text. **Unit 3 (45 days)**

~STANDARDS~

Major, Focus and Interdisciplinary

NJ: 2023 SLS: English Language Arts

NJ: Grade 5

Reading Domain

Reading

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

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

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

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

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

Writing Domain

Writing

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

W.AW.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. 📝

W.AW.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. 🐼

W.AW.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 🐼

W.AW.5.1.D. Provide a conclusion related to the opinion presented. 🐼

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

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

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

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Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

NJ Mandates

NJ Mandates

All Grades

NJ Mandates

Mandates

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections: (N.J.A.C 6A:8-3.1(c))

Climate Change: The NJSLS-CLKS includes the skills, knowledge and practices necessary for success in an increasingly complex world and changing natural environment. Climate change is included in these standards. Collaborating to solve a problem, approaching a solution with innovation, and determining the validity of a source of information are all essential skills required in the standards and necessary for students to possess to maintain awareness of and successfully address climate change.

Additional & Supplementary

Performance Tasks/Use of Technology:

- Technology integration:
 - SMART Board activities
 - Google Forms quizzes

ELA Companion Standards (6th-12th Only)

- Peardeck slides
- Webquests
- Hyperdoc activities
- Podcast creation
- Kahoot games
- Quizlet review
- Socrative assessment
- YouTube videos
- Google Docs/Slides/Sites creation
- Flipgrid activities
- Spreaker recording

~KNOWLEDGE~

Enduring Understandings

- Readers evaluate an author's opinion by examining valid reasoning and relevant and sufficient evidence in order to determine the validity of the claim.
- Proficient readers assess the author's point of view or purpose and determine how it shapes the content and style of the text.
- Readers cite concrete evidence from a text to support their analyses of what the text says explicitly.

Essential Questions

- How does the author's purpose influence the format of the writing?
- What evidence can I use to support my opinion?
- How do readers use evidence to support their comprehension of the text ?
- How does the author's point of view influence the message?

Content

Vocabulary

Skills/Performance Expectations

Students will be able to...

- Cite relevant evidence from text in a written response with a 70% accuracy
- Draw evidence from literature to answer A/B type of questions with a 70% accuracy
- Describe theme in a written response using evidence from the text with 70% accuracy
- Support a point of view in written response using evidence from the text with 70% accuracy
- Summarize a section or entire text with a beginning, middle and end in one's own words
- Use context clues in the sentence of the unknown word to understand the meaning of a word

		• Acquire and use academic vocabulary in a written response and orally • Write an opinion piece using all the components of the writing process with a 70% accuracy • Use Greek roots as clues to identify the meaning of an unknown word • Use Latin roots as clues to identify the meaning of an unknown word • Explain the function of action verbs orally • Use verb tense to convey various times, sequences, states, and conditions orally and a written response • Explain the function of main and helping verbs orally • Explain the function of linking verbs orally • Form and use regular and irregular verb in a written response with 70% accuracy
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Stage 2: Assessment Evidence

Assessments

Unit 3- 5th ELA Assessments

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Differentiated according to student data
- Leveled Text
- Persuasive graphic organizer with sentence stems provided by teacher
- Partners/pairs (Ex.Turn and Talk)
- Anchor Charts for each individual student using keywords to support the specific skill
- Word Banks with key vocabulary words

Resources for students **approaching** grade level expectations:

- Differentiated according to student data
- Leveled Text
- Persuasive graphic organizer partially completed by teacher

Suggested Learning Activities

Processed Writing Lesson- Opinion Writing:

Smekens Opinion Lesson

I Do: Introduce opinion writing using an anchor chart or model of a writing

We Do: Distinguish between reasons and evidence for support of writing an opinion Distinguish between reasons from evidence Begin to write an opinion together on a prompt provided by teacher Ex. Wearing Uniforms in school

They Do: Students begin their first drafts writing opinion using article and videos to support their opinion Safe Search Kids

- Highlighters to find keywords to support the explanation of specific questions

Resources for students **exceeding** grade level expectations:

- Differentiated according to student data
- Leveled Text
- Persuasive graphic organizer to compare and contrast different opinions/ point of view

Useful links / online resources

Opinion Writing process video series

- Opinion writing packet including:
 - 6+1 traits checklist
 - Persuasive graphic organizers
 - Printable Anchor charts
- Point of view resources
- Smekens Point of view
- Computers/Chromebooks
- Smart Board
- District Approved and Selected novels
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCR
- Picture Books
- Safe Search Kids
- Brainpop.com Verb tenses
- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

*Teachers meet with students to conference and revise using ARMS: Add, Remove, Move, Substitute

On Demand Writing Lesson- Opinion Writing:

Achieve the Core; What Makes the Best Pet?

I Do: Provide a prompt such as: What animal makes the best pet, cat or dog? State your opinion.

We Do: Read two articles to class and discuss Filling out T-chart

They Do: Students write their opinion writing in the remaining time of class

*Hand in for teacher review

Other Writing Topics: Renewable vs. Nonrenewable Resources, Alternate Fuel Sources

-Students research their topic, reserving their opinion after comparing both sides

-Students form an opinion and use their research to write about their opinion about environmental issues (use a counterpoint to strengthen the opinion)

Reading Skill- Point of View Lesson:

Smekens Point of View Lesson

I Do: Introduce/Review Point of View using an anchor chart

We Do: Distinguish between point of view and perspective using Chart: Read two different versions of a story example Three Little Pigs and The True Story of the Three Pigs and discuss the point of view of the narrator. Find the evidence to support their point of view

They Do: Read two short (teacher will find using Lexile levels of students in class) stories and write about the different point of views of the narrator using evidence from the text.

*Hand in for understanding

Powerful Openings: Consider showing students several models from "mentor texts" or authentic literature of effective leads that provide just enough information to make the reader wonder what will come next, for example: The first sentence of the book, "Too Many Tamales", by Gary Soto begins with the sentence, "Snow drifted through the streets and now that it was dusk, Christmas trees glittered in the windows. See also, "Owl Moon", by Jane Yolen and "Cocoa Ice", by Diane Applebaum.

Elaboration of Details: Display a piece of writing on the smart board or overhead you have written that has all five sensory details. Assign each of the senses a color. Ask the students to find the sensory details and match it to its assigned color. When the students have found all the details have them reread the writing. Ask the students if all five colors are represented in your writing. Revise the writing with the students to add a few more sensory details. Students can then work in pairs to find the details in their own essays. Students should use the five colors to circle the details. In partners, have them evaluate their own writing and revise their essays as you modeled for them.

Alike or Different? You Be the Judge: Students write an expository paragraph after comparing and contrasting items of texture, taste, odor, and visual appearance.

Possible Midworkshop Interruption: Transitions for Comparative Essays Literary Essayists stack their body paragraphs with evidence from more than one text and writing that makes clear the connection between the pieces of evidence. We can use phrases like:

- Just as in [the other text], in [this text].....
- In a similar passage, [this character from this text] says the following:
 - [This character] acts quite differently. Instead of _____ she

	_____ ●Unlike [one character], [this character] _____
Multi-Language Learner Accommodations ■ELA-5th Differentiation Options	504 Accommodations
Special Ed Accommodations	
At-risk Accommodations ■ELA-5th Differentiation Options	Gifted and Talented Accommodations ■ELA-5th Differentiation Options
Stage 4: Reflection	
Teacher Reflections	



Unit Planner: OCC 4-Poetry, Extended Research, Review (45 Days) ELA Grade 5

Tuesday, July 29, 2025, 5:59PM

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 5 / English
Language Arts / ELA Grade 5 / Week 1

Last Updated: Monday, October 14, 2024
by Sabrina Campana

OCC 4-Poetry, Extended Research, Review (45 Days)
Mille, Christine

- [Unit Planner](#)
- [Lesson Planner](#)

Stage 1: Desired Results

Curriculum Checklist

Description of Unit

Unit 4 (45 days): As students read each week for close reading of the text, they will annotate, cite text evidence to support their ideas and opinions, and write short analytical responses of the text. Over the course of the unit, students will conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. piece using the writing process. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. By the end of the unit students will read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

~STANDARDS~

Major, Focus and Interdisciplinary

Interdisciplinary Connection

NJ: 2020 SLS: Social Studies

NJ: End of Grade 5

6.1 U.S. History: America in the World: Civics, Government, and Human Rights

Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

NJ: 2023 SLS: English Language Arts

NJ: Grade 5

Language Domain

**Foundational Skills: Reading Language
Phonics and Word Recognition**

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

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

L.RF.5.4.A. Read grade-level text with purpose and understanding.

L.RF.5.4.B. Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

L.WF.5.2.A. Avoid fragments, run-ons and rambling sentences, and comma splices.

L.WF.5.2.B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

L.WF.5.2.C. Ensure agreement between subject and verb and between pronoun and antecedent.

L.WF.5.2.D. Distinguish between frequently confused words.

L.WF.5.2.E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

L.WF.5.2.F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.

L.WF.5.2.G. Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).

L.WF.5.2.H. Spell grade appropriate words correctly, consulting references as needed.

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

L.KL.5.1.A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.5.1.B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.KL.5.1.C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.VL.5.2.A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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

L.VL.5.2.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.5.3.A. Interpret figurative language, including similes and metaphors, in context.

L.VI.5.3.B. Recognize and explain the meaning of common idioms, adages, and proverbs.

L.VI.5.3.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading Domain

Reading

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

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

Writing Domain

Writing

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Computer Science & Design Thinking

NJ: 2020 SLS: Computer Science & Design Thinking

NJ: End of Grade 5

8.1 Computer Science: Impacts of Computing

The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.

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

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

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Career Readiness, Life Literacies, Key Skills

NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills

NJ: End of Grade 5

9.4 Life Literacies and Key Skills: Critical Thinking and Problem-solving

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

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

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

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Interdisciplinary Instruction

Interdisciplinary details can be added below, but be sure to also tie it to any relevant standards above and flag it as "interdisciplinary." (Click on the I circle to the right of the standards checkbox.)

NJ Mandates

NJ Mandates

All Grades

NJ Mandates

Mandates

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of

	African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
Additional & Supplementary Performance Tasks/Use of Technology: • Technology integration: ○ SMART Board activities ○ Google Forms quizzes ○ Peardeck slides ○ Webquests ○ Hyperdoc activities ○ Podcast creation ○ Kahoot games ○ Quizlet review ○ Socrative assessment ○ YouTube videos ○ Google Docs/Slides/Sites creation ○ Flipgrid activities ○ Speaker recording	ELA Companion Standards (6th-12th Only)
~KNOWLEDGE~	
Enduring Understandings • Writing is strengthened through the writing process involving revising and editing. • Clear and focused questions support the researchers' finding information. • Effective researchers validate the credibility and relevance of the information. Students develop skills and strategies necessary to interpret poetry through independently and proficiently reading, comprehending, and writing about them. <u>Memoirs</u> <u>Reading</u> Readers of memoirs dive deep into their topics by studying how other authors write with depth.	Essential Questions • How does the writing process support my writing? • How can I support my findings with appropriate evidence? • How do readers use evidence to support their comprehension of the text ? • How does the reader use text structure (ex. stanza, scene) to enhance the meaning of a poem? <u>Memoirs</u> <u>Reading</u> How do we build empathy and understanding by reading memoirs? <u>Writing</u>

Author's make specific choices when writing in order to best convey their message to the reader. These choices often relate to the following areas: audience, genre, information, word choice, voice, and structure. <u>Writing</u> Learn the purpose of memoir writing, what memoirists write about, where they find their ideas, and what kinds of texts they create. Determine features of memoir writing, such as reflection and change, dialogue, the point of view, pacing and a focus on a brief time period. Memoirs contain narratives that carry meaning. Writing memoirs draws heavily on what you already know about writing, personal essays, persuasive essays, and personal narratives.		How do memoirs help us to make meaning of our lives? How do writers use reflection to make sense of prior experiences?
Content <u>Reading</u> Readers will learn that figurative language helps a reader to understand the meaning of a poem. Readers will learn to notice how these elements and parts of a poem work together to create meaning. Readers will learn poems reflect emotion. <u>Writing</u> Writers will learn to recognize correct and incorrect verb tenses. Writers will learn to use multimedia components in an appropriate way to enhance writing. Writers will learn to write over an extended period of time to accomplish a task. Writers will learn to set short-term goals for themselves. <u>Vocabulary</u>	Vocabulary rhyme, figurative, rhythm, prose, meter, drama, stanza, verse, nonliteral, theme, literal <u>Memoirs</u> audience, author's purpose, conventions, draft, figurative language, graphic organizer, purpose, reflect, seed, sensory details, voice	Skills/Performance Expectations <i>Students will be able to...</i> • Cite relevant evidence from text in a written response to support the answer to a specific question with a 70% accuracy • Draw evidence from poetry to answer an A/B type questions with a 70% accuracy • Identify point of view in written response using evidence from the text to support the answer • Compare and contrast characters, setting, etc...using a Venn Diagram • Visualize while reading as a strategy to identify the elements of the poem to support comprehension • Ask and Answer Questions orally while reading to support comprehension

rhyme, figurative, rhythm, prose, meter,
drama, stanza, verse, nonliteral, theme, literal

- Conduct extended research using all the components of the writing process with a 70% accuracy
- Acquire and use academic vocabulary orally and in written responses
- Summarize text with a beginning, middle, and end in one's own words
- Use prefixes and suffixes as clues to identify the meaning of a word
- Use context clues in the sentence of the unknown word to understand the meaning of a word
- Demonstrate understanding of synonyms and antonyms orally
- Use Greek roots as clues in the word to identify the meaning of a word
- Demonstrate understanding of similes and metaphors orally and a written response
- Demonstrate understanding of adages and proverb orally
- Identify pronouns and their antecedents orally
- Use different kinds of pronouns in written response
- Ensure pronoun-verb agreement in written response
- Explain the function of linking verbs orally
- Correctly use homophones in written responses

Reading

Read poems and reflect on their emotion.

Understand figurative language and apply their knowledge to find the meaning.

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular poem.

Determine the key details in a poem to identify the theme and to summarize.

Analyze how multimedia and visual components add to the overall effect of the text.

Reading Foundational Skills

Read prose and poetry with accuracy, appropriate rate, and expression.

Writing

Understand prompts and expectations of writing over a short period of time.

Write for an extended period of time to accomplish a task.

Use multimedia components in an appropriate way to enhance their writing.

		<u>Grammar/ Conventions</u> Use subject/verb agreement with 1st, 2nd, and 3rd person pronouns Correct sentence fragments and run-on sentences in writing. Use grade-appropriate grammar, usage, and mechanics. Use paragraph structure for essays when writing. Determine proper verb tense.
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Stage 2: Assessment Evidence

Assessments

Quizzes

Test: Standardized

Students will demonstrate their knowledge of poetry standards through quizzes. Students will be assessed on the standards taught through use of leveled passages with reader response, guided reading assessment, oral assessment.

Informal Running Records

Formative: Performance: Skill Demonstration

Give students informal running records to track student progress.

Independent Reading

Formative: Performance: Skill Demonstration

Assess students at their level. Use specific questions to engage students in their reading.

Writers Choice

Formative: Performance: Skill Demonstration

Students will be able to choose from the various types of poetry taught (acrostic, haiku, etc.) to create their own poem

Benchmark

Benchmark: Test: Standardized

Portfolio

Alternative: Other: Student Portfolio

Unit 4- 5th ELA Assessments

Stage 3: Learning Plan

Resources

Resources for **on-grade** students:

- Differentiated according to student data
- Provide appropriate leveled texts and poetry from Commonlit.org or the school library
- [KWL Graphic organizer](#) with sentence stems
- Highlighters to identify key words to support the understanding of key questions
- Partners (Ex turn and talk or writing buddies)

Suggested Learning Activities

PCR (prose constructed response/open ended response) using the [RACE Writing](#) strategy to compare two texts

- [Example PCR](#)

- Anchor Charts for each individual student with keywords on specific skill
- Word Banks with key vocabulary words

Resources for students **approaching** grade level expectations:

- Differentiated according to student data
- Provide lower leveled texts/shorter poetry
- KWL Graphic organizer partially filled out by teacher
- Highlighters to identify keywords to support compare and contrast of the text
- EZ readers to support fluency
- Sentence starters for writing pieces provided. Ex. provide the first few words of restate and evidence portion of a RACE response. Or provide one for students to "mimic" finding synonyms to change out teachers words.

Resources for students **exceeding** grade level expectations:

- Differentiated according to student data
- Provide higher leveled text/poems
- Compare and contrast various poems and the authors point of view using a T-chart
- Encourage self assessments using charts and lists
- Allow students the opportunity to create/write their own poems and create and answer their own PCR responses

Holocaust Lessons and Literature

"Number the Stars"

"Tiger Rising"

Amistad Lessons and Literature

"Across the Lines"

Useful links / online resources:

- <http://theoceancountylibrary.org/>
- <http://www.readwritethink.org/>
- <https://newsela.com/>
- <https://www.commonlit.org/>
- <https://www.activelylearn.com/>
- <https://www.readworks.org/>
- <https://owl.purdue.edu/>

*Collect and assess for understanding.
Can be used as a formative OR
summative assessment (PCR)*

**Extended Research/Speaking and
Listening Lesson:** Genius Hour
PowerPoint (Processed writing piece-
can be used as summative)

I Do : Introduce passion/genius hour
projects using powerpoint or anchor
charts. Create a topic board

We Do: Students will add their topics
onto board and discuss with class.
Teacher will model how to create
questions from the topic board.

They Do: Students will create their
questions and begin their research
once approved by the teacher

*Collect and assess for understanding.
Can be used as a formative OR
summative assessment (Processed
writing)*

Reading Skill Lesson: Compare and
Contrast Smekens

I Do: Introduce Compare and Contrast
using an anchor chart

We Do: Teacher chooses two read-a-
louds and reads to class. Have
students fill out T-chart T-Chart while
reading

They Do: Students read two short
passages (teacher will need to find
according to lexile levels of class-can
use commonlit.org) fill out T-chart and
write a PCR (see example above)

*Collect and assess for understanding.
Can be used as a formative
assessment*

Memoir/Research

Professional Resources

The Reading Strategies Book by Jennifer Serravallo

The Writing Strategies Book by Jennifer Serravallo

Lucy Calkins Units of Study for Teaching Writing

The Fountas & Pinnell Literacy Continuum

- Provide explicit instruction and modeling in using words to link opinions, ideas, words, phrases, and clauses, use <http://larae.net/write/transition.html> to help guide instruction
- Prezi, <http://prezi.com/wxyivaj-4yoq/martin-luther-king-jr/>
- PowerPoint, <http://www.uis.edu/aeo/documents/RosaParks.ppt>
- Interactive whiteboard software, <http://www.prometheanplanet.com/en-us/Resources/Item/36265/thurgood-marshall>
- Photo Story/Movie Maker, <http://www.youtube.com/watch?v=4dy4tjxVMHA&feature=related>
- Partner students to complete a modified version of the Think, Pair, Share strategy <http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html>.
- Use this website to create a poster, <http://edu.glogster.com/>

Mentor Texts

"Eleven" by Sandra Cisneros

Reading Wonders texts

"The Boy Who Invented TV" Unit 1, week 4

"The Boy Who Drew Birds"- Unit 2, week 3

"Rosa"- Unit 4, week 3

"Planting the Trees of Kenya"- Unit 6, week 4

Exemplar Memoirs such as:

Reading Skill Lesson: Poetry Analysis (5 days)

-Students practice reading a poem multiple times, each time analyzing it more and more

***See Poetry Analysis Lessons attached**

Research Project:

Collect and assess for understanding. Can be used as a summative assessment (Processed Writing Piece)

Reading and Writing: Poetry

Lesson: Achieve the Core Poetry Lesson

I Do: Introduce the vocabulary of a poem Ex.stanza, line

We Do: Read Poem and interpret the author's point of view and theme. Ask and answer questions as a class Ex. In line 4 why did the author use the word?

They Do: Read poems (teacher will find poems based on Lexile Levels of class) and answer questions.

Collect and assess for understanding. Can be used as a formative assessment.

Read Aloud

I Do: Introduce the map and discuss the Underground Railroad

We Do: Read the story *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson, illustrated by James Ransome (Random House, 1995).

Benn to Yesterdays: Poems of a Life by Lee Hopkins

When I Was Your Age: Original Stories about Growing Up by my Ehrlich

What You Know First by Patricia MacLachlan

The Relatives Came by Cynthia Rylant

Excerpts of memoirs such as:

Jean Little's memoir

Invention of Solitude by Paul Auster

The House on Mango Street by Sandra Cisneros

Quietly Struggling

"Mama Sewing" from *Child times* by Eloise Greenfield

Night in the Country by Cynthia Rylant

Holocaust Lessons and Literature

"Number the Stars"

"Tiger Rising"

Amistad Lessons and Literature

"Across the Lines"

[What We Notice Memoir.pdf](#)

[Quietly Struggling.pdf](#)

[when reading authors .pdf](#)

[Seed Ideas.pdf](#)

[Strategies Writing Depth.pdf](#)

[Structure Memoir.pdf](#)

[Transitional Phrases.pdf](#)

[5th Grade Narrative Rubric.pdf](#)

[Editing Checklist.pdf](#)

[5th Writing Checklist .pdf](#)

And stop to ask and answer questions

They Do: Invite a small group of students to work independently on a report about Mendeland, its people, and its customs so others in the class will have a better idea of the culture from which the Amistad slaves came.

*Collect and assess for understanding.
Can be used as a formative assessment*

[Poetry Analysis Plans
verb tenses expanded.ppt
Grammar+.ppt](#)

Multi-Language Learner Accommodations

- Work toward longer passages as skills in English increase
- Introduce key vocabulary before lesson

504 Accommodations

• Use a strong student as a "buddy" (does not necessarily have to speak the primary language) • Reword and repeat directions Notes  ELA-5th Differentiation Options	
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Special Ed Accommodations

- Work in small groups
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (Digital text)
- Extended time on tests and written work as requested by student and as noted in IEP
- Take exams in small groups as noted in IEP
- Follow all modifications in IEP
- Adjust number of items student is expected to complete
- Provide copy of accurate class notes
- Provide timelines for work completion
- Break down tasks into manageable units
- Use visual aids
- Provide small group instruction

[Learning Ally- Audiobooks for struggling readers](#)

At-risk Accommodations

- Homework
- Leveled Reading
- Supplemental Assignments
- Provide extra help sessions
- Provide peer tutors

Notes

 [ELA-5th Differentiation Options](#)

Gifted and Talented Accommodations

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

Notes

 [ELA-5th Differentiation Options](#)

Stage 4: Reflection

Teacher Reflections



ELA Grade 5

Dr. Gerald H. Woehr Elementary School / 2025-2026 / Grade 5 / English Language Arts / ELA Grade 5

Tuesday, July 29, 2025, 6:16PM

Last Updated: Monday, October 14, 2024 by Christine Mille
Mille, Christine

5th Grade English Language Arts integrates reading, writing, speaking, listening, and the study of vocabulary and grammar in a way that engages today's learners and supports them in building a broad and diverse set of literacy skills.