

<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5: Key Ideas &amp; Details</i>		
<b>Standards:</b> RL 5.1 <i>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<ul style="list-style-type: none"> <li>• <i>Why is textual support essential to a reader's understanding?</i></li> <li>• <i>Why cite evidence?</i></li> </ul>	<p><i>Students will understand that inferences drawn by the reader and explicit details should be supported by textual evidence.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Engage in small group discussions</i></li> <li>• <i>Engage in a debate on a given topic</i></li> <li>• <i>Respond to open-ended questions</i></li> <li>• <i>Read/Aloud &amp; Think/Aloud</i></li> <li>• <i>Guided Reading</i></li> </ul>
<p><b>Content Statements</b></p> <p><i>Provide accurate textual support when analyzing the text.</i></p>		
<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> <li>• <i>Answer an open-ended question based on the NJ open-ended rubric.</i></li> <li>• <i>Present an argument based on the NJ speaking rubric.</i></li> <li>• <i>Literature response paper or log</i></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• Various literary selections</li> <li>• Overhead projector</li> <li>• Smartboard</li> </ul>		
		<p><a href="http://www.edhelper.com">www.edhelper.com</a></p> <p><a href="http://www.eduhound.com">www.eduhound.com</a></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.nj.gov/education/njpep/assessment/njask_lal/Overview_njask_lal.pdf">www.nj.gov/education/njpep/assessment/njask_lal/Overview_njask_lal.pdf</a></p>

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| <ul style="list-style-type: none"><li>• Promethean board</li><li>• Art supplies</li><li>• Computer/laptop</li></ul> |  |
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<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5: Key Ideas &amp; Details</i>		
<b>Standards:</b> <i>RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<ul style="list-style-type: none"> <li>• <i>Why is theme significant to the meaning of a text?</i></li> <li>• <i>Why is it important to understand the characters' motive and actions as it relates to the theme of a story?</i></li> <li>• <i>What makes a good summary?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Student s will understand that recognizing the theme is essential to the reader's understanding of the text.</i></li> <li>• <i>Student s will understand that understanding character's motives and actions are directly related to the theme.</i></li> <li>• <i>Student s will understand that summarizing literature demonstrates understanding the text.</i></li> </ul>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Guided reading</i></li> <li>• <i>Author's study</i></li> <li>• <i>Story retell</i></li> <li>• <i>Timeline</i></li> <li>• <i>Literature circles</i></li> <li>• <i>Diary-entry as the character</i></li> </ul>
<b>Content Statements</b>		
<i>Use details in the text, including characters' response to challenges or how the speaker in a poem reflects upon a topic, to identify the theme and summarize the text.</i>		
<b>Assessments</b>		<b>Teacher Resources</b>

*To show evidence of meeting this standard:*

- *Respond to an open-ended question*
- *Write a summary*
- *Create a character web*
- *Create character profiles*

**Equipment Needed**

- Overhead projector
- Smartboard
- Promethean board
- Art supplies
- Various literature selections
- Computer/laptop

[w njask lal.pdf](#)

<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5 Key Ideas &amp; Details</i>		
<b>Standards:</b> <i>RL 5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How does comparing &amp; contrasting elements of a story provide deeper insight into the text.</i>	<i>Students will understand that analyzing elements of the story provides a deeper understanding of the text.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i></li> <li>• <i>Venn diagram</i></li> <li>• <i>T-chart</i></li> <li>• <i>Role-playing</i></li> <li>• <i>Point of view diaries</i></li> </ul>
<b>Content Statements</b>		
<i>Compare and contrast elements of a story.</i>		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>To show evidence of meeting this standard:</i>		
<ul style="list-style-type: none"> <li>• <i>Respond to an open-ended question.</i></li> <li>• <i>Use graphic organizers</i></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Smartboard</li> <li>• Promethean board</li> <li>• Art supplies</li> <li>• Various literature selections</li> </ul>		<p><a href="http://www.readingrockets.org">www.readingrockets.org</a></p> <p><a href="http://www.edhelper.com">www.edhelper.com</a></p> <p><a href="http://www.eduhound.com">www.eduhound.com</a></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.nj.gov/education/njpep/assessment/njask_lal/Overvie">www.nj.gov/education/njpep/assessment/njask_lal/Overvie</a></p>

- Computer/laptop

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<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5 Craft and Structure</i>		
<b>Standards:</b> <i>RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How does the understanding of figurative language aid in interpretation of text and real world situations.</i>	<i>Students will understand that figurative language plays a significant role in the conveying of ideas.</i>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>• <i>Illustrations of examples of figurative languages.</i></li> <li>• <i>Role-play</i></li> <li>• <i>Answer first game</i></li> <li>• <i>Jeopardy format game</i></li> <li>• <i>Identifying literary elements in various texts</i></li> </ul>
<b>Content Statements</b>		
<i>Interpret the meaning of figurative language.</i>		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>To show evidence of meeting this standard:</i>		
<ul style="list-style-type: none"> <li>• <i>Distinguish between various forms or examples of figurative language-i.e. multiple choice test</i></li> </ul>		
<b>Equipment Needed</b>		<a href="http://www.gamequarium.com/figurativelanguage/html">www.gamequarium.com/figurativelanguage/html</a>  <a href="http://www.readingrockets.org">www.readingrockets.org</a>  <a href="http://www.edhelper.com">www.edhelper.com</a>  <a href="http://www.eduhound.com">www.eduhound.com</a>  <a href="http://www.readwritethink.org">www.readwritethink.org</a>
<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Smartboard</li> <li>• Promethean board</li> <li>• Art supplies</li> <li>• Various literature selections</li> </ul>		

	<p><a href="http://www.nj.gov/education/njpep/assessment/njask_lal/Overvieu_njask_lal.pdf">www.nj.gov/education/njpep/assessment/njask_lal/Overvieu_njask_lal.pdf</a></p>
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<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5 Craft and Structure</i>		
<b>Standards:</b> <i>RL 5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<ul style="list-style-type: none"> <li><i>How do writers use story structure to provide insight into plot development, sequence of events, and deeper meaning of text?</i></li> <li><i>How do writers use poetic structure to convey meaning and tone of poem.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Student s will understand that story structure provides insight into plot development, sequence of events, and deeper meaning of text.</i></li> <li><i>Student s will understand that poetic structure provides insight into the meaning and the tone of a poem.</i></li> </ul>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Guided Reading</i></li> <li><i>Compose various types of poems</i></li> <li><i>Groups create a play/skit to perform</i></li> <li><i>Assemble a sequence of events chain</i></li> </ul>
<b>Content Statements</b>		
<i>Recognize a story, drama, and poem structures and how they facilitate a deeper meaning of text.</i>		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>To show evidence of meeting this standard:</i>		
<ul style="list-style-type: none"> <li><i>Analyze various types of poems</i></li> <li><i>Perform a student created play/skit</i></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li><i>Overhead projector</i></li> </ul>		<p><a href="http://www.creative-writing-now.com">www.creative-writing-now.com</a></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p>

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<ul style="list-style-type: none"><li>• Smartboard</li><li>• Promethean board</li><li>• Art supplies</li><li>• Various literature selections</li></ul>	<a href="http://www.readtennesse.com">www.readtennesse.com</a> <a href="http://www.mikids.com">www.mikids.com</a> <a href="http://kidsread.com">kidsread.com</a>

<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5 Craft and Structure</i>		
<b>Standards:</b> <i>RL 5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>If a story was told from a different point of view, how does that change the story’s interpretation?</i>	<i>Students will understand that the perspective from which a story is told affects the way a message is conveyed to a reader.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li><i>Choose a familiar story to rewrite a section from a different character’s perspective</i></li> <li><i>Read a familiar story from another point-of-view (The True Story of the Three Little Pigs by Jon Scieszka)</i></li> <li><i>Role-play</i></li> </ul>
<p><b>Content Statements</b></p> <p><i>Explain how the story’s point of view changes the story’s interpretation.</i></p>		
<b>Assessments</b>		<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard:</i></p> <ul style="list-style-type: none"> <li><i>Teacher observation</i></li> <li><i>Oral presentations</i></li> <li><i>Rewrite a section from a different character’s perspective (scored w/ NJ Holistic Writing Rubric)</i></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>Overhead projector</li> <li>Smartboard</li> <li>Promethean board</li> <li>Art supplies</li> </ul>		<p><b>Point-of-view Stories (Steck Vaughn)</b></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.mikids.com">www.mikids.com</a></p> <p><a href="http://www.kidsread.com">www.kidsread.com</a></p> <p><a href="http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm">www.studyzone.org/testprep/ela4/o/pointofviewl.cfm</a></p>

- Various literature selections

[www.readworks.org/lessons/concepts/point-view](http://www.readworks.org/lessons/concepts/point-view)

[www.nj.gov/education/njpep/assessment/njask\\_lal/Overview\\_njask\\_lal.pdf](http://www.nj.gov/education/njpep/assessment/njask_lal/Overview_njask_lal.pdf)

<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5 Integration of Knowledge and Ideas</i>		
<b>Standards:</b> <i>RL 5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How does artistic media assist the reader with meaning of the text?</i>	<i>Students will understand that artistic media is used to further enhance the literary experience.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Compare &amp; contrast a book to the movie</i></li> <li>• <i>Illustrate a scene from the story</i></li> <li>• <i>Design a book cover for the story</i></li> <li>• <i>Comic strip</i></li> <li>• <i>Create a podcast</i></li> <li>• <i>Listen books on tape</i></li> </ul>
<b>Content Statements</b>		
<i>Examine artistic media to enhance the meaning of the text.</i>		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>To show evidence of meeting this standard:</i>		
<ul style="list-style-type: none"> <li>• <i>Create a venn diagram</i></li> <li>• <i>Respond to open-ended question</i></li> <li>• <i>Compose an essay</i></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>• Overhead projector</li> <li>• Smartboard</li> <li>• Promethean board</li> <li>• Art supplies</li> </ul>		<p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.teachertube.com">www.teachertube.com</a></p> <p><a href="http://www.kidsbookshelf.com">www.kidsbookshelf.com</a></p> <p><a href="http://www.teachingbooks.net">www.teachingbooks.net</a></p> <p><a href="http://www.eduscapes.com">www.eduscapes.com</a></p>

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<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5 Integration of Knowledge and Ideas</i>		
<b>Standards:</b> <i>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approach to similar themes and topics</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<ul style="list-style-type: none"> <li>How does a specific genre approach a particular theme?</li> <li>What is the most effective way to present a theme within a specific genre?</li> </ul>	<p>Students will understand that similar themes can be presented in various ways within the same genre.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> <li>Compare &amp; contrast stories with similar themes within the same genre</li> <li>Guided reading</li> <li>T-chart</li> <li>Debate/discussion</li> <li>Genre study</li> </ul>
<b>Content Statements</b>		
<p>Analyze how similar themes occur in stories within the same genre.</p>		
<b>Assessments</b>		<b>Teacher Resources</b>
<p>To show evidence of meeting this standard:</p> <ul style="list-style-type: none"> <li>Create a venn diagram</li> <li></li> </ul>		
<b>Equipment Needed</b>		
<ul style="list-style-type: none"> <li>Overhead projector</li> <li>Smartboard</li> <li>Promethean board</li> <li>Art supplies</li> </ul>		<p><a href="http://www.hill.trop.k12.mi.us/staff/bnewingham/myweb3/Genres.htm">www.hill.trop.k12.mi.us/staff/bnewingham/myweb3/Genres.htm</a></p> <p><a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.teachertube.com">www.teachertube.com</a></p>

- Various literature selections

[www.kidsbookshelf.com](http://www.kidsbookshelf.com)

[www.teachingbooks.net](http://www.teachingbooks.net)

[www.eduscapes.com](http://www.eduscapes.com)

<b>Domain:</b> <i>Strand: Reading Literature</i>		
<b>Cluster:</b> <i>Grade 5 Range of Reading and Level of Text Complexity</i>		
<b>Standards:</b> <i>RL 5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</i>		
<b>Essential Questions</b>	<b>Enduring Understandings</b>	<b>Activities, Investigation, and Student Experiences</b>
<i>How does exposure to and comprehension of literature help students in their academic career?</i>	<i>Students will understand that exposure to and comprehension of literature enable them to become independent and proficient readers.</i>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <li>• <i>Guided reading</i></li> <li>• <i>Literature circles</i></li> <li>• <i>Book club</i></li> <li>• <i>Author study</i></li> <li>• <i>Sustained silent reading</i></li> <li>• <i>Books of choice at local library</i></li> <li>• <i>Drop everything and read</i></li> <li>• <i>Buddy reading/book swap</i></li> <li>• <i>Genre studies</i></li> </ul>
<b>Content Statements</b>		
<i>Comprehend various forms of literature both independently and proficiently.</i>		
<b>Assessments</b>		<b>Teacher Resources</b>
<i>To show evidence of meeting this standard:</i>		
<ul style="list-style-type: none"> <li>• <i>Teacher generated times test</i></li> <li>• <i>Book reports</i></li> <li>• <i>Book recommendation</i></li> <li>• <i>Teacher –student reading conference</i></li> </ul>		
<b>Equipment Needed</b>		<p><a href="http://www.bookadventure.com">www.bookadventure.com</a></p> <p><a href="http://www.doe.mass.edu/mcas/testitems.html">www.doe.mass.edu/mcas/testitems.html</a></p>

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- Art supplies
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[www.poetryforkids.com](http://www.poetryforkids.com)

[www.readwritethink.org](http://www.readwritethink.org)

[www.teachertube.com](http://www.teachertube.com)

[www.kidsbookshelf.com](http://www.kidsbookshelf.com)

<http://teachnet.com/lessonplans/language-arts/more-ideas-than-ever-book-reports>