**Moonachie School District**

**English Language Arts Curriculum:**

**Grade 5**

***New Jersey Student Learning Standards for English Language Arts***

**Born On: July 25, 2017**

**Re-Adopted: August 23, 2022**

The following maps outline the New Jersey Student Learning Standards for grade five English Language Arts.. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

| **Reading Literature and Informational Text** | **Writing and Language** | **Foundational Skills** |
| --- | --- | --- |
| End of story tests (multiple choice, open ended) | Journal Entries | Running records |
| End of Unit/Theme Assessments | Writing Process Pieces | Spelling Tests/Dictations |
| Model Curriculum Assessments | Friendly Letter | Sorting activities |
| Standards Solution Lessons/Assessments | Persuasive | Building words |
| Running Records | Narrative | Proofreading Editing |
| STAR Assessments | Expository | Written activities i.e. graphic organizers |
| Sequencing activities | Newspaper Article | Writing samples |
| SAAVAS MyView Benchmark Assessments | Written activities i.e. graphic organizers |  |
| End of Book Activities | Technology Based Presentations |  |
| Exit slips | End of Book Activities/Pamphlets |  |
| Blogs/Journal entries | Standards Solution Writing Prompts |  |
| Literary Analysis Tasks | Literary Analysis Tasks |  |
| Research Simulated Tasks  Narrative Task  Leveled Libraries | Research Simulated Tasks |  |

| **Resources:** |  |  |
| --- | --- | --- |
| Graphic Organizers | Sequencing cards | Writers checklist |
| SMARTBoard | Leveled libraries | NJDOE Model Curriculum |
| Student Journals | Sentence strips | Audio books |
| Center Activities | Word rings | Stepping up in Reading |
| Proofreading chart | Retelling props | Readers Theater |
| SAAVAS MyView materials | Standards Solution | PARCC information |
| Fundations/PAF | Orton | Rubrics |
| TC Readers Writers Workshop | High Noon Readers |  |

**References:**

[http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/](http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-3/)

http://www.state.nj.us/education/cccs/2016/ela/

NJ Technology Standards**:** <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>

**Websites:**

[www.brainpop.com](http://www.brainpop.com) [www.spellingcity.com](http://www.spellingcity.com) [www.standardssolution.com](http://www.standardssolution.com) www.eduplace.com

[www.brainpopjr.com](http://www.brainpopjr.com) [www.edmoto.com](http://www.tumblebooks.com)  [www.abcya.com](http://www.abcya.com) www.thinkcentral.com

[www.starfall.com](http://www.starfall.com) <http://www.storylineonline.net> [www.mrnussbaum.com](http://www.mrnussbaum.com) www.rticentral.com

[www.scholastic.com](http://www.scholastic.com) [www.superteacherworksheets.com](http://www.superteacherworksheets.com) [www.readworks.org](http://www.readworks.org) http://www.ereadingworksheets.com/

www.readwritethink.org [www.puzzlemaker.com](http://www.puzzlemaker.com) [www.readingatoz.com](http://www.readingatoz.com) www.wordle.com

[www.manybooks.net](http://www.manybooks.net) [www.commoncoresheets.com](http://www.commoncoresheets.com) [www.adaptedmind.com](http://www.adaptedmind.com) www.parcc.com

[www.smartexhcange.com](http://www.smartexhcange.com) [www.learnzillion.com](http://www.learnzillion.com)

**Language Arts Curriculum: Grade 5**

| **Curriculum Details**  **English Language Arts Grade 5** | |
| --- | --- |
| **Core Materials** | SAAVAS MyView, Leveled Literacy Intervention |
| **Interdisciplinary Connections** | **Science:**  5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources, environment, and address climate change issues.  **Social Studies:**  6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.  6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.  6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.  6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g. energy, transportation, communications). |
| **Career Ready Practices** | CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP12. Work productively in teams while using cultural global competence. |
| **Career Readiness, Life LIteracies, and Key Skills** | 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.  9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.  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  9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.  9.4.5.TL.5: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.  9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols. |
| **Computer Science and Design Thinking** | 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 ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.  8.2.5.EC.1: Analyze how technology has contributed to or reduced inequalities in local and global communities and determine its short- and long-term effects. |

**Reading Standards for Literature**

**Standard RL 5.1**

| **Essential Question(s):** How do readers use the text to support an interpretation? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** inference, drawing conclusions, annotate, contextual vocabulary embedded in literature | | | |
| **Reading Literature** | | | |
| **NJSLS Anchor Standard: Key Ideas and Details** | | | |
| **Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | |
| **NJSLS Standard: RL.5.1** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5.1: Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | * Distinguish between what is explicit and what is inferred * Identify explicit quotes in text * When provided with an inference, find an accurate quote within the text to support the inference * After making an inference, find an accurate quote within the text to support the inference | * Questioning during and after reading * “How do you know?” (quote from text) * Teach annotations (highlight, underline, etc.) * Have students work in groups to develop and defend ideas * Model examples using textual references (overhead) * Use graphic organizers | * Students ask and answer questions regarding the plot of *Holes* Louis Sachar explicitly referring to the book to form the basis for their answers * SAAVAS MyView * Standard Solution |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Research Activities with cross curricular themes * Teacher gives students real life situations and students create an outcome * Create a journal/diary for Stanley’s stay at camp * Answer higher order thinking questions regarding Stanley’s experience at camp citing textual evidence * Write letters, newspaper articles * identify themes in the book * Higher Level Text that includes themes of loneliness and change/ or other themes in the book | * Audio book * Video clips * Real World Cause and Effect Scenarios * Choose excerpt(s) from book to focus on vocabulary development, comprehension * Read aloud * Word Wall * Build background knowledge * Picture Associations * Partner Work * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Extended time * Modified assignments * Small group, alternate location * Real World Cause and Effect Scenarios * Modeling * Leveled reading * Excerpt * Read aloud * Build background knowledge * Oral/visual reminders * Peer assistance * Preteach vocabulary * Picture associations with vocab * Build background knowledge of time period * Refer to each student’s IEP for more specific modifications | * RTI strategies including: reciprocal teaching, teacher modeling, * Tier II and Tier III intervention * More frequent STAR assessments, including Early Literacy * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.2**

| **Essential Question(s):** How do readers determine the message the author is trying to convey? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** theme, genre (fable, folktale, myth, etc.) moral, supporting details, annotate, contextual vocabulary embedded in literature | | | |
| **Reading Literature** | | | |
| **NJSLS Anchor Standard: Key Ideas and Details** | | | |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | |
| **NJSLS Standard: RL.5.2** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5.2: Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. | * Determine theme/central message * Support theme/central message with details from text * Reflect on how the characters, events, etc. in a story or drama support the theme * Explore how the speaker in a poem reflects on a topic   Summarize the text | * Model how to identify theme/central message through the evidence including the responses of characters, sequence of events, etc.   (i.e. In the story *King Midas*- character portrays theme of greed)   * “What is the theme/central message of text?” * Provide opportunities for students to summarize | * <http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/theme-worksheet-1/> * <http://www.blessedbeyondadoubt.com> * Standards Solution |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Graphing, statistical data collection * Conduct technology based research to the text’s topic * Increased text to self-connections with journal entry * Create alternate ending * Create a modern day version of fable * iMovie | * Video clips * Preteach vocabulary * Reader’s Theatre * Read aloud * Word Wall * Retell or create new fable by completing cartoon strip (ie. Plot, problem/solution) * Build background knowledge of morals * Picture Associations * Cause/effect correlations * Real-life connections * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Extended time * Modified assignments * Small group, alternate location * Modeling * Video clips * Reader’s Theatre * Reenact race * Read aloud * Word Wall * Retell or create new fable by completing cartoon strip (ie. Plot, problem/solution) * Build background knowledge of morals * Picture Associations * Cause/effect correlations * Real-life connections * Preteach vocabulary * Picture associations with vocab * Refer to each student’s IEP for more specific modifications | * Alternate fable at interest level of the student * Incorporating nursery rhymes * Incorporating technology, film clips * Tier II and Tier III intervention * Retell or create new fable by completing cartoon strip (ie. Plot, problem/solution) * More frequent STAR assessments, including Early Literacy * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.3**

| **Essential Question(s):** How do readers determine how characters, events, and ideas develop and interact? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** character, plot, motivation, trait, sequence, contextual vocabulary embedded in literature | | | |
| **Reading Literature** | | | |
| **NJSLS Anchor Standard: Key Ideas and Details** | | | |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | |
| **NJSLS Standard: RL.5.3** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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). | * After reading, compare and contrast characters, settings, or events * Use specific details to support responses | * Use graphic organizers (i.e. Venn-Diagram, T-Chart, character web) * Have students complete journal entries   - What are the similarities and differences  between the two characters/settings/  events in a story | * Students ask and answer questions regarding the plot of *Holes* Louis Sachar explicitly referring to the book to form the basis for their answers * Leveled Texts * Readworks.org * Standards Solution * Reading A to Z |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Conduct observations of peers and conduct character study * Increased text to self-connections with journal entry * Debate a real life situation in the classroom and discuss how the reaction of the student will effect the outcome (disruptive student, student stealing) * Haiku deck slide that presents and anti-bullying campaign * Analyze Kid Presidents YouTube Video, “20 Things You Should Say” and create a PowerPoint explaining how what we say can effect the outcome of other’s actions * Create video clip, comic strip, or timeline to represent alternate version | * Create word wall of character traits and definitions * Associate pictures/gestures with words * Role Play * Video clips * Preteach vocabulary * Read aloud * Build background knowledge of character traits * Cause/effect correlations * Real-life connections * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Draw and label intrinsic/extrinsic qualities * Create word wall of character traits and definitions * Associate pictures/gestures with words * Extended time * Modified assignments * Small group, alternate location * Modeling * Video clips   Read aloud   * Word Wall * Build background knowledge of morals * Cause/effect correlations * Refer to each student’s IEP for more specific modifications | * YouTube videos of people reenacting emotions * Implement character ed lessons * Role playing * Exemplar at first or second grade level * Display emotions chart   Tier II and Tier III intervention   * More frequent STAR assessments, including Early Literacy * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.4**

| **Essential Question(s):** How do readers interpret the author’s use of language? | | | | |
| --- | --- | --- | --- | --- |
| **Vocabulary:** context clues, figurative language (i.e. simile, metaphor), tone, word choice, contextual vocabulary embedded in literature | | | | |
| **Reading Literature** | | | | |
| **NJSLS Anchor Standard: Craft and Structure** | | | | |
| **Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | | | |
| **NJSLS Standard: RL.5.4** | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** | |
| 5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | * Define types of figurative language and identify in text * Distinguish literal from non-literal language (i.e. figurative language, metaphors and similes, etc) * Use context clues to determine meaning | * Provide definitions and examples of figurative language * Illustrate figurative language: metaphors, similes, hyperbole, alliteration, personification, onomatopoeia, idiom * Model finding figurative language in text and how to use context clues to determine meaning | * Other examples include songs, such as “Firework” by Katy Perry * *When Papa Was a Boy* by E.A. Brinnstool – Standards Solution * Learn Zillion * Refer to <http://www.ereadingworksheets.com/> for more exemplars | |
| **Differentiation/Accommodations/Modifications** | | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | | **Students at Risk of School Failure** |
| * Create a play including non-literal language and a theme to be presented to the class * Choose a stanza, analyze text * Create song lyrics * Create own “Mad Libs” using figurative language | * Identify the theme of the play that peers perform * Work with a peer * Receive prompts from the teacher * Read alouds * Respond to wiki posts using figurative language * Daily or weekly idioms with elaboration and examples * Video clips, RLC TV * Visual representation * Poem scrapbook- collection of poems that represent figurative language * Matching meanings to expressions * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Identify the theme of the play that peers perform * Work with a peer * Receive prompts from the teacher * Read alouds * Respond to wiki posts using figurative language * Daily or weekly idioms with elaboration and examples * Video clips, RLC TV * Visual representation * Repetition * Poem scrapbook- collection of poems that represent figurative language * Emphasizing, providing real-life connections * Matching meanings to expressions * Refer to each student’s IEP for more specific modifications | | * Work independently or in a small group, depending on preference * Incorporate student choice of activities * Receive prompts from the teacher * Read alouds * Respond to wiki posts using figurative language * Daily or weekly idioms with elaboration and examples * Video clips, RLC TV * Visual representation * Repetition * Poem scrapbook- collection of poems that represent figurative language * Emphasizing, providing real-life connections * Matching meanings to expressions * Display emotions chart   Tier II and Tier III intervention   * More frequent STAR assessments, including Early Literacy * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.5**

| **Essential Question(s):** How do readers use text structure to understand meaning? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** Chapter, scene, stanza, rhyme, rhythm, verse, meter, setter, prologue, epilogue, stage directions, contextual vocabulary embedded in literature | | | |
| **Reading Literature** | | | |
| **NJSLS Anchor Standard: Craft and Structure** | | | |
| **Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | | |
| **NJSLS Standard: RL.5.5** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | * Identify structure (beginning, middle, and end) in chapter, scenes and stanzas * Identify the connections between parts of the text to determine overall structure | * “How does this chapter/scene/stanza build on the previous one?” * “How would the story, drama, or poem change if this chapter/scene/stanza were missing?” | * Shel Silverstein’s *A Light in the Attic, Where the Sidewalk Ends, Falling Up* * *Hansel and Gretel* adapted by Rick Swallow * Choose from one of the following plays: <http://playsforyoungaudiences.org/wp-content/files_mf/talesofa4thgrade_excerpt.pdf> |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write a poem about a boat and label parts of the poem * Higher level questioning * Research Mirlande Jean Gilles and analyze the influence of art and her Haitian heritage on her work * Research own heritage and create play based on research * Research original background of play or poem display information through multimedia resource * Write and enact longer play in small groups | * Research own heritage and create picture skit, comic strip, or representative collage * Nursery rhyme use to support vocabulary, rhyming schemes * Storybook online; watching video instead of reading play * Read, stop, tell * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Work as group to create play or reenactment * Read, stop, tell; keep journal * Increased use of graphic organizers * Matching meanings to expressions * Make real life connections using real-life scenarios that require predicting and inferring * Refer to each student’s IEP for more specific modifications | * Work as group to create play or reenactment * Read, stop, tell; keep journal * Increased use of graphic organizers * Matching meanings to expressions * Repetition * Make real life connections using real-life scenarios that require predicting and inferring * Tier II and Tier III intervention * More frequent STAR assessments, including Early Literacy * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** point of view, compare, contrast, narrator, contextual vocabulary embedded in literature | | | |
| **Reading Literature** | | | |
| **NJSLS Anchor Standard: Craft and Structure** | | | |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text. | | | |
| **NJSLS Standard: RL.5.6** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5.6. Describe how a narrator’s or speaker’s point of view influences how events are described | * Identify the point of view of narrator or speaker using evidence from the text * Describe how the narrator’s or speaker’s point of view affect the text * Explain how a narrator's or a speaker’s point of view affects your perception of the text | * Have students complete journal entries   - How did the narrator’s or speaker’s point  of view influence how you felt about the  character or events?   * Facilitate class discussions about the influence of the narrator's or speaker's point of view | * Readworks.org * ReadingA-Z.com * SAAVAS MyView * Standards Solution |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Rewrite the story from another character’s point of view and create a video to accompany * Song, comic strip, poem * Write and enact short skit in small group * Debate topic from assigned point of view * Write a fractured fairy tale where the point of view has been changed from the classic version and discuss how the change influences the story * Review and critique a peers fracture fairy tale | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view * Venn diagram or chart comparing/contrasting characters’ point of views * Matching point of view to character * Fact vs. opinion * Leveled texts available * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view * Preteach vocabulary associated with character traits * Venn diagram or chart comparing/contrasting characters’ point of views * Matching point of view to character * Fact vs. opinion * Leveled texts available * Extended time * Repetition/reinforcement * Refer to each student’s IEP for more specific modifications | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view * Preteach vocabulary associated with character traits * Venn diagram or chart comparing/contrasting characters’ point of views * Repetition * Tier II and Tier III intervention * Leveled texts available * More frequent STAR assessments, including Early Literacy * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.7**

| **Essential Question(s):** How do readers use illustrations to understand the text? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** illustrations, mood, setting, character, contextual vocabulary embedded in literature | | | |
| **Reading Literature** | | | |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas** | | | |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* | | | |
| **NJSLS Standard: RL.5.7** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 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). | * Identify visual elements of text including illustrations, font, layout, and color. * Critique how visual elements affect the meaning, tone, or beauty of a text | * Present a version of text without visuals; then present a version of text with visuals * Model how to analyze the effects of visual elements * "What effects do the visual elements have?" | * Standards Solution * *Wonderstruck* by Brian Selznick * Silent Movies  1. *Steam Boat Willie* by Walt Disney |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Identify advanced adjectives that replace basic feeling words (ie: happy = ecstatic; worried = nervous) pairing the word and the definition * Choose story written in Writers Workshop and use any multimedia resource to create a visual representation of the story (ie: Haiku Deck, iMovie, Powerpoint, etc.) * Develop illustrations first; exchange with partner and write story to accompany partner’s illustrations * View silent movies and create your own to present a specific mood or tone provided by the teacher | * Create list or chart identifying feeling words related to tone (ie: angry, sad, scared) * View silent movie and depict the mood or tone * Create a Wordle to represent on of the following: character description, tone of story and setting * Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood * Use colors to represent feelings * Leveled texts available * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood * Create illustration of self to depict mood * View silent movie and depict the mood or tone * Create a Wordle to represent on of the following: character description, tone of story and setting * Extended time * Modified assignments * Leveled texts available * Refer to each student’s IEP for more specific modifications | * Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood * Create illustration of self to depict mood * View silent movie and depict the mood or tone * Repetition * Create a Wordle to represent on of the following: character description, tone of story and setting * Tier II and Tier III intervention * Leveled texts available * More frequent STAR assessments, including Early Literacy * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text? | | | | |
| --- | --- | --- | --- | --- |
| **Vocabulary:** N/A | | | | |
| **Reading Literature** | | | | |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas** | | | | |
| **Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | | | | |
| **NJSLS Standard: RL.5.8** | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | **Common Core Exemplar** |
| (Not applicable to literature) |  |  | |  |
| **Differentiation/Accommodations/Modifications** | | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** | |
|  |  |  |  | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.9**

| **Essential Question(s):** How do readers make connections between texts? | | | | |
| --- | --- | --- | --- | --- |
| **Vocabulary:** compare, contrast, theme, setting, plot, series, similarities/differences, contextual vocabulary embedded in literature | | | | |
| **Reading Literature** | | | | |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas** | | | | |
| **Anchor Standard 9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | | | |
| **NJSLS Standard: RL.5.9** | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | **Common Core Exemplar** |
| 5.9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures | * After reading a unit, compare and contrast the treatment of similar themes and topics, or patterns of events | * Provide a variety of texts in the same genre for comparison including mysteries and adventure stories * Use graphic organizers: T-charts, Venn-diagrams | | * · Any two texts (books, videos, etc) with the same author * · ReadingA-Z.com * · Examples: * - Roald Dahl books * - Kate DiCamillo books |
| **Differentiation/Accommodations/Modifications** | | | | |
| **Gifted and Talented** | **English Language Learners** | | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create Facebook page for a character from both stories based on theme, setting, and plot * Journal writing from the viewpoint of the same character from each selection from each selection if using a series * Choose a book to sell to classmates. Create sales pitch including elements of theme, setting, and plot, orally present to class, incorporate technology * Debate two books and argue which character is better, citing textual evidence to support reasons * View any two texts and write a five paragraph essay comparing and contrasting theme | * Create Facebook page for a character from both stories based on theme, setting, and plot * Compare two short videos and complete a Venn Diagram comparing and contrasting theme * Create an advertisement for one of the books based on theme, setting, and plot * Preteach vocabulary * Text-to-text connections * Excerpt only * Leveled texts available * Extended time * Modified assignments * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | | * Create Facebook page for a character from both stories based on theme, setting, and plot * Create an advertisement for one of the books based on theme, setting, and plot * Compare two short videos and complete a Venn Diagram comparing and contrasting theme * Preteach vocabulary * Text-to-text connections * Excerpt only * Leveled texts available * Extended time * Modified assignments * Refer to each student’s IEP for more specific modifications | * Create Facebook page for a character from both stories based on theme, setting, and plot * Create an advertisement for one of the books based on theme, setting, and plot * Compare two short videos and complete a Venn Diagram comparing and contrasting theme * Preteach vocabulary * Text-to-text connections * Excerpt only * Leveled texts available * Tier II and Tier III intervention * Leveled texts available * More frequent STAR assessments, including Early Literacy * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Literature**

**Standard RL 5.10**

| **Essential Question(s):** How do readers use comprehension strategies to improve understanding of text? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** drama, poetry, literature | | | |
| **Reading Literature** | | | |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity** | | | |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | | | |
| **NJSLS Standard: RL.5.10** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplars** |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. | * Read a variety of genres * Read literature varying in complexity | * Expose students to a variety of genres * Expose students to literature varying in complexity * Scaffold reading and comprehension as needed | * Reading A to Z Books * Leveled texts within grade level lexile ranges * Think Central * Standards Solution passages * SAAVAS MyView text |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Writing journal * Higher level questions * Present higher level thinking through multimedia resources (slideshows, blogs, etc) | * Varied literature available at appropriate level and lexile range for student * Modified questions * Task Cards * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Varied literature available at appropriate level and lexile range for student * Modified questions * Task Cards * Refer to each student’s IEP for more specific modifications | * Varied literature available at appropriate level and lexile range for student * Modified questions/assignments * Morning tutoring * Task Cards * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard RI 5.1**

| **Essential Question(s):** How do readers use text to support answers to questions? | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Vocabulary:** headings, subheadings, titles, bold, italicized, diagrams, table of contents, glossary, index, graph | | | | | | |
| **Reading Informational Text** | | | | | | |
| **NJSLS Anchor Standard: Key Ideas and Details** | | | | | | |
| **Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | | | | |
| **NJSLS Standard: RI. 5.1** | | | | | | |
| **Grade Specific Standard** | **Skills** | | **Procedures and Examples** | | | **Common Core Exemplar** |
| 5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | * Distinguish between what is explicit and what is inferred * Identify explicit quotes in text * When provided with an inference, find an accurate quote within the text to support the inference * After making an inference, find an accurate quote within the text to support the inference | | * Questioning during and after reading * “How do you know?” (quote from text) * Teach annotations (highlight, underline, etc.) * Have students work in groups to develop and defend ideas * Model examples using textual references (overhead) * Use graphic organizers | | | * Students *quote accurately and explicitly from* Leslie Hall’s “Seeing Eye to Eye” to *explain statements* they make   and ideas they *infer* regarding sight and light. [RI.5.1]   * ReadWorks.org informational text * Standards Solution * Any nonfiction text on level (Q-V) |
| **Interdisciplinary Connections:** art, math, media, history, social studies, science | | | | | | |
| **Differentiation/Accommodations/Modifications** | | | | | | |
| **Gifted and Talented** | | **English Language Learners** | | **Students with Disabilities** | **Students at Risk of School Failure** | |
| * Research topic and create a nonfiction book and cite source * Research topic and create a technology based presentation (Haiku Deck, powerpoint, blog) | | * Varied texts available at appropriate level and lexile range for student * Modified questions * Vocabulary cards/matching cards * Word bank * Audio book * Magazine (ie: National Geographic kids) * Online resources of informational text * Graphic organizers/webs * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | | * Varied texts available at appropriate level and lexile range for student * Modified questions * Vocabulary cards/matching cards * Word bank * Audio book * Magazine (ie: National Geographic kids) * Online resources of informational text * Graphic organizers/webs * Refer to each student’s IEP for more specific modifications | * Varied texts available at appropriate level and lexile range for student * Online resources * Peer work * Modified questions/assignments * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard RI 5.2**

| **Essential Question(s):** How do readers use key details from the text to support the main idea? | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Vocabulary:** main/central idea, supporting details, summarize | | | | | | |
| **Reading Informational Text** | | | | | | |
| **NJSLS Anchor Standard: Key Ideas and Details** | | | | | | |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | | | | |
| **NJSLS Standard: RI. 5.2** | | | | | | |
| 5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | * Connect explicitly stated or inferred ideas from the text to determine two or more main ideas. * Provide supporting keys details to support two or more of the identified main ideas * Summarize key details and information | | | * Model how to use supporting details to determine main ideas * Provide opportunities for students to summarize the text * Provide students with graphic organizers (ex. key ideas and details) | | * ReadWorks.org informational text * Standards Solution   Any nonfiction text on level (Q-V) |
| **Differentiation/Accommodations/Modifications** | | | | | | |
| **Gifted and Talented** | | **English Language Learners** | **Students with Disabilities** | | **Students at Risk of School Failure** | |
| * Create analogies for their given topic that represents the concept main idea and detail (ie: ecosystem is to climate as desert is to hot) * Create a T-Chart and teach it to the class (main idea/detail sort) * Play the game “Password” (The topic is presented by student or teacher and student must identify supporting details) * Create a book jacket with at least a three paragraph description/ summary of the topic * Conduct research and create additional section of the book * Create your own glossary to a nonfiction book or multimedia text | | * Varied texts available at appropriate level and lexile range for student * Vocabulary matching sort * “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not) * Main idea mobile * Modified questions * Vocabulary cards/matching cards * Word bank * Audio book * Magazine (ie: National Geographic kids) * Online resources of informational text * Graphic organizers/webs * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Varied texts available at appropriate level and lexile range for student * Vocabulary matching sort * “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not) * Main idea mobile * Modified questions * Vocabulary cards/matching cards * Word bank * Audio book * Magazine (ie: National Geographic kids) * Online resources of informational text * Graphic organizers/webs * Refer to each student’s IEP for more specific modifications | | * Varied texts available at appropriate level and lexile range for student * Online resources * Peer work * Vocabulary matching sort * “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not) * Main idea mobile * Modified questions/assignments * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard R.I 5.3**

| **Essential Question(s):** How do readers make connections between concepts in a text? | | | | |
| --- | --- | --- | --- | --- |
| **Vocabulary:** analyze, interact, cause and effect, sequence, time line | | | | |
| **Reading Informational Text** | | | | |
| **NJSLS Anchor Standard: Key Ideas and Details** | | | | |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | | |
| **NJSLS Standard: RI. 5.3** | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | **Common Core Exemplar** |
| 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | * Connect and explain types of relationships. * Use text-relevant information and language to explain connections between and/or among individuals, events, ideas or concepts. | * Model how to determine relationships in the texts. * Provide students with graphic organizer to explain relationships or interactions | | Students explain the relationship between time and clocks using specific information drawn from Bruce Koscielniak’s  About Time: A First Look at Time and Clocks. |
| **Differentiation/Accommodations/Modifications** | | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** | |
| * Create interactive timeline on the computer ([www.softschools.com](http://www.softschools.com)) * Cause/effect skit * Choose historical event and how it’s impacted society * Choose two books with topics that are similar but different (ie. Martin Luther King and Abraham Lincoln, taxes and economy) | * Varied texts available at appropriate level and lexile range for student * Vocabulary matching sort * Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room * Create “How To” for their procedure of choice * Modified questions * Vocabulary cards/matching cards * Word bank * Audio book * Magazine (ie: National Geographic kids) * Online resources of informational text * Graphic organizers/webs * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Varied texts available at appropriate level and lexile range for student * Vocabulary matching sort * Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room * Create “How To” for their procedure of choice * Modified questions * Vocabulary cards/matching cards * Word bank * Audio book * Magazine (ie: National Geographic kids) * Online resources of informational text * Graphic organizers/webs * Refer to each student’s IEP for more specific modifications | * Varied texts available at appropriate level and lexile range for student * Online resources * Peer work * Vocabulary matching sort * Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room * Create “How To” for their procedure of choice * Modified questions/assignments * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard R.I 5.4**

| **Essential Question(s):** How do readers determine the meaning and use of content specific vocabulary? | | | | |
| --- | --- | --- | --- | --- |
| **Vocabulary:** glossary, dictionary, context clues | | | | |
| **Reading Informational Text** | | | | |
| **NJSLS Anchor Standard: Craft and Structure** | | | | |
| **Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | | | | |
| **NJSLS Standard: RI. 5.4** | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | **Common Core Exemplar** |
| 5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. | * Determine meaning of domain-specific words through the use of context clues * Use resources (glossary, dictionary, or other technological resources) to find meaning | * + Model the identification of context clues   + Model dictionary use and explain how to choose the appropriate definition * Match words or phrases to definitions using manipulatives (ex. Memory game, crossword, picture connections) | | * ReadWorks.org informational text * Standards Solution   Any nonfiction text on level (Q-V) |
| **Differentiation/Accommodations/Modifications** | | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** | |
| * Be detectives and search through informational texts to identify words they don’t know and utilize classroom resources to define each word (ie: dictionaries, internet resource, etc) * Create your own dictionary * Research the definition of Greek and Latin root words and define words with those roots (anti- against) | * Varied texts available at appropriate level and lexile range for student * Modified questions * Vocabulary cards/matching cards * Word bank * Audio book * Magazine (ie: National Geographic kids) * Online resources of informational text * Graphic organizers/webs   For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Varied texts available at appropriate level and lexile range for student * Modified questions * Vocabulary cards/matching cards * Word bank * Audio book * Magazine (ie: National Geographic kids) * Online resources of informational text * Graphic organizers/webs * Refer to each student’s IEP for more specific modifications | * Varied texts available at appropriate level and lexile range for student * Modified questions/assignments * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard R.I.5.5**

| **Essential Question(s):** How do readers use text features to locate information? | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Vocabulary:** key word, hyperlink, text features, search tools, glossary, table of contents, index, headers, sidebars, tabs | | | | | |
| **Reading Informational Text** | | | | | |
| **NJSLS Anchor Standard: Craft and Structure** | | | | | |
| **Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | | | | |
| **NJSLS Standard: RI. 5.5** | | | | | |
| **Grade Specific Standard** | **Skills** | | **Procedures and Examples** | | **Common Core Exemplar** |
| 5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | * Recognize what structure is used to organize the text   - chronological order  - compare/contrast  - cause/effect  - problem/solution  Compare and contrast the organizational structures used in two or more texts | | * Teach various structures that are used to organize text and the characteristics of these structures   Model how to compare and contrast the organizational structures of two texts | | Students identify the overall structure of ideas, concepts, and information in Seymour Simon’s Horses (based on factors such as their speed and color) and compare and contrast that scheme to the one employed by  Patricia Lauber in her book Hurricanes: Earth’s Mightiest Storms. [RI.5.5] |
| **Differentiation/Accommodations/Modifications** | | | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | | **Students at Risk of School Failure** | |
| * Create their own webpage including all text features * Revise and add in text features to a personal writing piece * Create a nonfiction book and add text features | * Varied texts available at appropriate level and lexile range for student * “How To” create a webpage (provide option of paper or technology) * Text Features Bingo * Create a booklet or foldable * Create a pamphlet * Physically matching text feature to online source shown on SmartBoard * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Varied texts available at appropriate level and lexile range for student * “How To” create a webpage (provide option of paper or technology) * Text Features Bingo * Create a booklet or foldable * Create a pamphlet * Physically matching text feature to online source shown on SmartBoard * Refer to each student’s IEP for more specific modifications | | * Varied texts available at appropriate level and lexile range for student * “How To” create a webpage (provide option of paper or technology) * Text Features Bingo * Create a booklet or foldable * Create a pamphlet * Physically matching text feature to online source shown on SmartBoard * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard R.I 5.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose? | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Vocabulary:** compare, contrast, point of view, opposing viewpoints | | | | | |
| **Reading Informational Text** | | | | | |
| **NJSLS Anchor Standard: Craft and Structure** | | | | | |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text. | | | | | |
| **NJSLS Standard: RI. 5.6** | | | | | |
| **Grade Specific Standard** | **Skills** | | **Procedures and Examples** | | **Common Core Exemplar** |
| 5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | * Explain the relationship between how an event or topic is presented in multiple accounts * Identify the similarities and difference in the point of view of each account | | * Teach how information can vary between accounts * Provide exposure to multiple accounts on the same topic * Use graphic organizers to analyze the point of view of multiple accounts | | * Scholastic News Articles * Newspaper Articles * Blogs * Letter to the editor |
| **Differentiation/Accommodations/Modifications** | | | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | | **Students at Risk of School Failure** | |
| * View interactive timeline of 9/11 (911.memorial.org) choose one person and write a journal/diary entry of that persons point of view include: reaction, emotional status * Interview peers and record whether they agree or disagree with their point of view | * Varied texts available at appropriate level and lexile range for student * Write a blog entry describing the characters point of view (ie: Jackie Robinson during his baseball career) * Interview peers and record whether they agree or disagree with their point of view * Respond to a letter to the editor: essay format * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Varied texts available at appropriate level and lexile range for student * Write a blog entry describing the characters point of view (ie: Jackie Robinson during his baseball career) * Interview peers and record whether they agree or disagree with their point of view * Respond to a letter to the editor: essay format * Refer to each student’s IEP for more specific modifications | | * Varied texts available at appropriate level and lexile range for student * Write a blog entry describing the characters point of view (ie: Jackie Robinson during his baseball career) * Respond to a letter to the editor: bullet point format * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard R.I 5.7**

| **Essential Question(s):** How do readers use information from illustrations and text to demonstrate understanding? | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Vocabulary:** diagram, key, legend, captions, symbols | | | | | |
| **Reading Informational Text** | | | | | |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas** | | | | | |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* | | | | | |
| **NJSLS Standard: RI. 5.7** | | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | | **Common Core Exemplar** |
| 5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently | * Draw conclusions about the relationship between text features and the meaning and/or purpose of a text. * Apply an understanding of text features to navigate efficiently between and among texts. | * Provide students with exposure to various sources (print or digital) * Model how to use information from source to answer questions   Provide opportunities for practice in locating information | | | Choose from the following:   * History.com * Scholastic News * National Geographic * National Geographic Kids * PBS kids |
| **Differentiation/Accommodations/Modifications** | | | | | |
| **Gifted and Talented** | **English Language Learners** | | **Students with Disabilities** | **Students at Risk of School Failure** | |
| * Research place of choice and create a map with symbols, map key and caption to accompany * Find a nonfiction text of choice about a topic, event or place (ie: natural disaster) and locate a map to provide visual aid | * Varied texts available at appropriate level and lexile range for student * Using a RLC school map create multi-step directions for a peer to follow to navigate from classroom to classroom * Answer teacher created questions based on leveled article and illustration in small group * View images and create captions * View article or video on iPad in small groups and identify 5 key facts * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | | * Varied texts available at appropriate level and lexile range for student * Answer teacher created questions based on leveled article and illustration in small group * Using a RLC school map create multi-step directions for a peer to follow to navigate from classroom to classroom * View images and create captions * View article or video on iPad in small groups and identify 5 key facts * Refer to each student’s IEP for more specific modifications | * Varied texts available at appropriate level and lexile range for student * Answer teacher created questions based on leveled article and illustration in small group * Using a RLC school map create multi-step directions for a peer to follow to navigate from classroom to classroom * View images and create captions * View article or video on iPad in small groups and identify 5 key facts * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard R.I 5.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text? | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Vocabulary:** cause and effect, sequence, connections | | | | | |
| **Reading Informational Text** | | | | | |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas** | | | | | |
| **Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | | | | | |
| **NJSLS Standard: RI. 5.8** | | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | | **Common Core Exemplar** |
| 5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | * Identify the author's key points in a text * Identify evidence that supports particular points in the text * Explain why the author selects specific examples to support a point | * Model how to identify an author's key points * Model how to determine the reasons or evidence used to support these key points * Provide opportunities for students to explain how evidence supports key points | | | Choose from the following:   * Standards Solutions * Leveled Nonfiction Text |
| **Differentiation/Accommodations/Modifications** | | | | | |
| **Gifted and Talented** | **English Language Learners** | | **Students with Disabilities** | **Students at Risk of School Failure** | |
| * Read provided text and locate a multimedia text that either compares or contrasts the original text. Student must identify whether or not it’s a comparison or a contrasting text. * Complete a diagram that compares and contrasts two different texts and write a five paragraph essay * Read a biography of choice on level and create a timeline (interactive or paper and pencil) * Create an Instagram page for a person of choice include: pictures of at least 7 influential moments, hashtag events, reactions and emotions related to the picture, | * Varied texts available at appropriate level and lexile range for student * Sequence of event sort * Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order) * Cause/Effect matching * Teacher selected article and identify either cause or effect * Choose 3 Brainpop videos and explain the importance of each video within small groups * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | | * Varied texts available at appropriate level and lexile range for student * Answer teacher created questions based on leveled article and illustration in small group * Sequence of event sort * Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order) * Cause/Effect matching * Teacher selected article and identify either cause or effect * Choose 3 Brainpop videos and explain the importance of each video within small groups * Refer to each student’s IEP for more specific modifications | * Varied texts available at appropriate level and lexile range for student * Answer teacher created questions based on leveled article and illustration in small group * Sequence of event sort * Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order) * Cause/Effect matching * Teacher selected article and identify either cause or effect * Choose 3 Brainpop videos and explain the importance of each video within small groups * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard R.I 5.9**

| **Essential Question(s):** How do readers make connections or determine differences and/or similarities among texts of the same topic? | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Vocabulary:** compare, contrast, key detail, outline | | | | | |
| **Reading Informational Text** | | | | | |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas** | | | | | |
| **Anchor Standard 9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | | | | | |
| **NJSLS Standard: RI. 5.9** | | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | | **Common Core Exemplar** |
| 5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. | * Combine important details presented in two texts on the same topic | * Provide students with examples of various texts on the same topic * Provide discussion or writing opportunities in which students can synthesis ideas from various texts | | | Choose from the following:   * History.com * Scholastic News * National Geographic * National Geographic Kids * PBS kids * Leveled Library * Standards Solutions * SAAVAS MyView |
| **Differentiation/Accommodations/Modifications** | | | | | |
| **Gifted and Talented** | **English Language Learners** | | **Students with Disabilities** | **Students at Risk of School Failure** | |
| * Read provided text and locate a multimedia text that compares to the original text and explain why * Provide student with 5 different topics (ie: weather, racism, etc.) students must find two videos that relate to each of the topics and write a one paragraph summary stating the videos similarities * Search online for one topic and two multimedia texts and discuss how they relate and write an essay on their similarities * Create a video that would coincide with the topic of a previously read text | * Varied texts available at appropriate level and lexile range for student * View two videos and identify similar themes * Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own) * Sort nonfiction texts based on themes/content within your leveled library and write a description of why they are categorized together * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | | * Varied texts available at appropriate level and lexile range for student * View two videos and identify similar themes * Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own) * Sort nonfiction texts based on themes/content within your leveled library and write a description of why they are categorized together * Refer to each student’s IEP for more specific modifications | * Varied texts available at appropriate level and lexile range for student * View two videos and identify similar themes * Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own) * Sort nonfiction texts based on themes/content within your leveled library and write a description of why they are categorized together * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Reading Standards for Informational Text**

**Standard R.I 5.10**

| **Essential Question(s):** How do readers understand information texts in all subject areas? | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Vocabulary:** N/A | | | | | |
| **Reading Informational Text** | | | | | |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity** | | | | | |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. | | | | | |
| **NJSLS Standard: RI. 5.10** | | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | | **Common Core Exemplar** |
| 5.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | * Comprehend informational text at grade level proficiency | * Expose students to grade level informational text * Scaffold reading and comprehension as needed | | | Choose from the following:   * History.com * Scholastic News * National Geographic * National Geographic Kids * PBS kids * Leveled Library * Standards Solutions * SAAVAS MyView |
| **Differentiation/Accommodations/Modifications** | | | | | |
| **Gifted and Talented** | **English Language Learners** | | **Students with Disabilities** | **Students at Risk of School Failure** | |
| * Choose favorite informational topic and create any multimedia resource to present final product (Haiku Deck, Powerpoint, iMovie, Blog, EdMoto) include a works cited page * Choose two opposing nonfiction topics and create a 5 paragraph essay comparing and contrasting both * Create a newspaper article or blog incorporating all text features * Create their own nonfiction book based on researched information including as many text features as possible | * Varied texts available at appropriate level and lexile range for student * Choose topic, research and create a nonfiction book to present the information * Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features) and include a short essay * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | | * Varied texts available at appropriate level and lexile range for student * Choose topic, research and create a ladder book to present the information * Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features) and include a short essay * Refer to each student’s IEP for more specific modifications | * Varied texts available at appropriate level and lexile range for student * Choose topic, research and create a ladder book to present the information * Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features) and include a short essay * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Foundational Skills**

**Standard R.F.5.3**

| **Essential Question(s):** How do readers apply phonics to decode words? | | | |
| --- | --- | --- | --- |
| **Foundational Skills** | | | |
| **Area: Phonics and Word Recognition** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. | | | |
| a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | * Apply letter-sound knowledge when decoding words * Divide words into syllables * Determine parts of a word including roots, prefixes, suffixes, and their meaning | * Encourage students to “sound-out” unfamiliar words by employing phonics knowledge * Review syllable patterns * Teach students how meanings of prefixes and suffixes can be used to determine word meaning   - Create prefix and suffix chart/word wall |  |

**Language Arts Curriculum: Grade 5**

**Foundational Skills**

**Standard R.F.5.4**

| **Essential Question(s):** How do readers improve fluency to support comprehension? | | | |
| --- | --- | --- | --- |
| **Foundational Skills** | | | |
| **Area: Fluency** | | | |
| **NJSLS Standard: RF 5.4** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Exemplars** |
| 4. Read with sufficient accuracy and fluency to support comprehension. | | | |
| a. Read grade-level text with purpose and understanding. | * Employ reading strategies while reading independently and aloud   - Pre-reading: prediction  making, setting a purpose  *-* During reading: ask  questions, make  connections  - After reading: summarize | * Model strategies good readers use (questioning, re-reading, using context clues) * Employ a variety of reading formats: * student guided reading * peer reading * teacher read-aloud |  |
| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. | * Read prose and poetry orally with * Accuracy * Appropriate Rate * Expression | * Model fluent reading with proper pacing, emphasis, and expression * Complete running records and fluency tests |  |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | * Use context clues when decoding and determining word meaning | * Discuss strategies to confirm word recognition or self-correct miscues * Using context clues * Rereading * Model rereading to correct errors * "How can the other words in the sentence help us identify new words?" |  |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.1**

| **Essential Question(s):** How do writers use valid evidence to support claims? | | | | |
| --- | --- | --- | --- | --- |
| **Vocabulary:** linking words, claim, conclusion, supporting evidence, rubric, valid, peer editing | | | | |
| **Writing** | | | | |
| **NJSLS Anchor Standard: Text Types and Purpose** | | | | |
| **Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | | | | |
| **NJSLS Standard: W.5.1** | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | | **Common Core Exemplar** |
| 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | |
| 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. | * Write an opening statement expressing personal opinion * Identify related ideas | * Use graphic organizers (i.e. KWL chart, Pro/Con list, Opinion/Supporting Evidence, web) * Provide blank template for organizational structure   (State opinion)   * Introduce writing rubric | | * TimeForKids.com * LearnZillion * SAAVAS MyView * Smart Exchange (if applicable) * Teachers College |
| b. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. | * Brainstorm reasons that support opinion (reference text when appropriate) * Identify and write valid reasons | * Use graphic organizers (i.e. Opinion/Supporting Evidence, outline) * Provide template for organizational structure   (Include valid reasons) | |
| c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). | * Use linking words and phrases when drafting the body | * Create word wall/ word rings * Use cloze activity for linking words * Provide template for drafting | |
| d. Provide a conclusion related to the opinion presented. | * Draft a conclusion to support opening statement * Peer edit using rubric | * Use graphic organizer (i.e. Opinion/Support/Conclusion) * Use rubric for scoring | |
| **Differentiation/Accommodations/Modifications** | | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** | |
| * Write a rebuttal to a peer’s opinion piece * Conduct a debate among group * Identify and collaborate with a peer with similar view points * Revise and edit using higher level linking words (independently and with peer) * Rank their reasons on a given topic (ie: call phones in school) from strongest to weakest with explanation * Create multimedia advertisement to support opinion on topic | * Complete Venn diagram on two opposing topics * Complete an essay template * Modeling * Video tutorials * Brainstorming template (main idea supporting details) * Paragraph template * List of transitional phrases * Checklist * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Complete Venn diagram on two opposing topics * Complete an essay template with * Modeling * Video tutorials * Checklist * Brainstorming template (main idea supporting details) * Paragraph template * List of transitional phrases * Refer to each student’s IEP for more specific modifications | * Complete Venn diagram on two opposing topics * Complete an essay template with * Modeling * Video tutorials * Checklist * Brainstorming template (main idea supporting details) * Paragraph template * List of transitional phrases * Morning tutoring * After school program * Parental contact | |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.2**

| **Essential Question(s):** How do writers explore topics and convey ideas? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** linking words, conclusions, supporting details, fact vs. opinion, outline, rubric, peer editing | | | |
| **Writing** | | | |
| **NJSLS Anchor Standard: Text Types and Purpose** | | | |
| **Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | | | |
| **NJSLS Standard: W.5.2** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | |
| a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. | * Choose and refine topic and gather information from texts * Sort relevant information * Use illustrations and mulit-media to support topic | * Teach students to create a web * Teach students how to take notes: post-its, note cards, etc. * Model how to support text with illustrations (student created or found through research) * Introduce writing rubric | * TimeForKids.com * LearnZillion * SAAVAS MyView * Smart Exchange (if applicable) * Teachers College |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | * Add supporting facts, definitions, details, quotations, or other information | * Create outline including supporting details |
| c. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*). | * Use linking words and phrases when drafting the body to connect ideas   Use outline to draft writing sample | * Create word wall/word rings * Use cloze activity for linking words |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | * Include vocabulary words that explain the topic | * Provide students with list of domain-specific vocabulary words |  |
| e. Provide a conclusion related to the information of explanation presented. | * Draft a conclusion to support opening statement * Peer edit using rubric | * Use graphic organizer (i.e. Opinion/Support/Conclusion) * Use rubric for scoring |  |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a commercial “selling” the idea of your essay – Peers can write a rebuttal * Conduct a debate among group * Identify and collaborate with a peer with similar view points and create a newspaper article to inform audience about a specific issue * Revise and edit using higher level linking words * Create multimedia presentation to support view | * Complete Venn diagram on two opposing topics * Fact/Opinion activity * Create a flyer supporting opinion or facts based on topic * Complete an essay template * Research vocabulary related to topic and create a reference book * Modeling * Video tutorials * Color coded folders (each color represents a paragraph within the essay) * Brainstorming template (main idea supporting details) * Paragraph template * List of transitional phrases * Checklist * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Complete Venn diagram on two opposing topics * Fact/Opinion activity * Complete an essay template * Create a flyer supporting opinion or facts based on topic * Research vocabulary related to topic and create a reference book * Modeling * Video tutorials * Color coded folders (each color represents a paragraph within the essay) * Checklist * Brainstorming template (main idea supporting details) * Paragraph template * List of transitional phrases * Refer to each student’s IEP for more specific modifications | * Complete Venn diagram on two opposing topics * Fact/Opinion activity * Complete an essay template * Create a flyer supporting opinion or facts based on topic * Research vocabulary related to topic and create a reference book * Modeling * Video tutorials * Color coded folders (each color represents a paragraph within the essay) * Checklist * Brainstorming template (main idea supporting details) * Paragraph template * List of transitional phrases * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.3**

| **Essential Question(s):** How do writers develop effective narratives? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** dialogue, conflict, plot, setting, sequencing words, rubric, peer editing | | | |
| **Writing** | | | |
| **NJSLS Anchor Standard: Text Types and Purpose** | | | |
| **Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | | | |
| **NJSLS Standard: W.5.3** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | |
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | * Develop basic story elements and organize in a logical sequence | * Review basic story elements (setting, characters, plot, conflict, and resolution) * Use graphic organizers: Prewriting ( i.e. planning chart, brainstorming web) * Introduce writing rubric (NJDOE holistic scoring rubric) | * TimeForKids.com * LearnZillion * SAAVAS MyView * Smart Exchange (if applicable) * Teachers College * Leveled Libraries |
| b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | * Integrate dialogue, descriptions, thoughts and feelings into draft   Use plot/conflict to develop characters | * Review writing dialogue and using vivid language * Conduct mini-lesson on quotation marks |
| c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | * Integrate transitional words into writing to create proper sequence | * Teach appropriate transition words * Create word Wall * Use sequencing activity |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | * Enhance writing using specific examples and vivid details | * Provide lesson on editing- how to include additional details in writing (post-its to add additional concrete words/[phrases and details) |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create an alternate ending for a peer’s narrative piece * Change genre of peer’s writing piece (ie: if student’s narrative is fictional, partner must write it in the form of a fantasy) * Develop a play with a lesson to be learned, provide a good sequence of events and problem/solution | * Interactive dialogue activity * Sequence of events comic strip including narrative components * Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters) * Fact/Opinion activity * Modeling * Video tutorials * Brainstorming template * Paragraph template * List of transitional phrases * Checklist * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Interactive dialogue activity * Sequence of events comic strip including narrative components * Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters) * Fact/Opinion activity * Modeling * Video tutorials * Checklist * Brainstorming template (main idea supporting details) * Paragraph template * List of transitional phrases * Refer to each student’s IEP for more specific modifications | * Interactive dialogue activity * Sequence of events comic strip including narrative components * Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters) * Fact/Opinion activity * Modeling * Video tutorials * Checklist * Brainstorming template (main idea supporting details) * Paragraph template * List of transitional phrases * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.4**

| **Essential Question(s):** How do writers create effective pieces of writing? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** purpose, audience, rubric, prompt, draft, annotate | | | |
| **Writing** | | | |
| **NJSLS Anchor Standard: Production and Distribution of Text** | | | |
| **Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | | | |
| **NJSLS Standard: W.5.4** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | * Understand various writing situations including: * Prompt * Purpose * Audience   Complete writing process to create drafts according to situation | * Teach students how to annotate prompt (i.e. highlight, underline) * Discuss interpretation of prompts * Review steps of the writing process * Review NJDOE writing rubric | * Standards Solutions Prompts:   -Narrative Tasks  -Literary Analysis  -Research Simulation   * PARCC website * LearnZillion * SAAVAS MyView * Smart Exchange (if applicable) * Standards Solutions * Personal/Peer writing pieces |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a rubric * Conference with peers in small group setting to provide instructional support with writing pieces * Revise and edit peer writing pieces based on provided rubric; focusing on organization and purpose | * Sequence of events comic strip including narrative components (ie: life lesson/moral, solutions to problems, climax) * Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters) * Modeling * Video tutorials * Time transition activity representing intervals of time for transition within a story * Provide revising/editing checklist * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Sequence of events comic strip including narrative components (ie: life lesson/moral, solutions to problems, climax) * Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters) * Modeling * Video tutorials * List of transitional phrases * Time transition activity representing intervals of time for transition within a story * Refer to each student’s IEP for more specific modifications | * Sequence of events comic strip including narrative components (ie: life lesson/moral, solutions to problems, climax) * Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters) * Modeling * Video tutorials * Time transition activity representing intervals of time for transition within a story * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.5**

| **Essential Question(s):** How do writers use the writing process to improve text? | | | | |
| --- | --- | --- | --- | --- |
| **Vocabulary:** writing process, revise, edit, draft, rubric, pre-write | | | | |
| **Writing** | | | | |
| **NJSLS Anchor Standard: Production and Distribution of Text** | | | | |
| **Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | | | |
| **NJSLS Standard: W.5.5** | | | | |
| **Grade Specific Standard** | | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | | * Work through each phase of the writing process to create final product | * Review writing process (pre-write, draft, edit, revise) * Provide visual of the steps of the writing process (writing chart/poster) * Review NJDOE writing rubric | * Standards Solutions Prompts: * Narrative Tasks * Literary Analysis * Research Simulation * PARCC website * LearnZillion * SAAVAS MyView * Smart Exchange (if applicable) * Standards Solutions * Personal/Peer writing pieces |
| **Differentiation/Accommodations/Modifications** | | | | |
| **Gifted and Talented** | **English Language Learners** | | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Find and Fix Activity –student creates a poorly written piece (and answer key of incorrect work) that their peer must revise and edit * Revise and edit a higher grade level writing piece with a peer * Revise and edit peer writing pieces based on provided rubric; focusing on organization and purpose | * Create a “How To” checklist based on writing prompt * Sequence of events comic strip including narrative components * Video tutorials * List of transitional phrases * <http://it.sps.lane.edu/students/writing/Writing_35/35revision.html> * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | | * Create a “How To” checklist based on writing prompt * Sequence of events comic strip including narrative components * <http://it.sps.lane.edu/students/writing/Writing_35/35revision.html> * Video tutorials * List of transitional phrases * Refer to each student’s IEP for more specific modifications | * Sequence of events comic strip including narrative components * Video tutorials * List of transitional phrases * <http://it.sps.lane.edu/students/writing/Writing_35/35revision.html> * Create a “How To” checklist based on writing prompt * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.6**

| **Essential Question(s):** How do writers use technology to facilitate writing and collaboration? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** collaborate, publish, peer editing | | | |
| **Writing** | | | |
| **NJSLS Anchor Standard: Production and Distribution of Text** | | | |
| **Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | | | |
| **NJSLS Standard: W.5.6** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 6. With some guidance and support from adults and peers, use technology, including the Internet, to publish writing as well as to interact and collaborate with others. | * Create text using word processing system to type a one page document * Access internet resources when completing writing task * Collaborate with peers when using technology in writing | * Access computer lab * Review keyboarding skills * Teach how internet can be used as a valuable resource in writing * Provide opportunities for collaboration in writing | * Standards Solutions Prompts: * Narrative Tasks * Literary Analysis * Research Simulation * PARCC website * LearnZillion * SAAVAS MyView * Smart Exchange (if applicable) * Standards Solutions * Personal/Peer writing pieces * Kidblog |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Students will draft an email and attach their writing piece and send to a peer in order to publish and interact with others * Kidblog a persuasive writing piece (5 paragraphs) and comment other’s blogs. Conduct open dialogue with friends on your post * Revise and edit peer emails * Draft and compose an email to a teacher in the building * Choose a previously written piece (narrative, informational, persuasive) and type it on the computer * create a type a play on the computer with a peer | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post * Create “How To” for creating a Microsoft Word document * Video tutorial on drafting an email * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post * Create “How To” for creating a Microsoft Word document * Video tutorial on drafting an email * Refer to each student’s IEP for more specific modifications | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post * Create “How To” for creating a Microsoft Word document * Video tutorial on drafting an email * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.7**

| **Essential Question(s):** How do writers conduct research to demonstrate understanding of a subject? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** research, conduct, produce, sustain | | | |
| **Writing** | | | |
| **NJSLS Anchor Standard: Research and Build Present Knowledge** | | | |
| **Anchor Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | | | |
| **NJSLS Standard: W.5.7** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. | * Use internet to find topic-specific information * Visit various websites on topic to gather information on different aspects of the topic * Determine value of information provided * Incorporate research findings into writing | * Demonstrate how research information enhances writing * Provide instruction of basic researching skills * Using a search engine * Browsing text * Teach how to properly include findings into writing (plagiarism) * Basic level of source citation | * ReadWorks.org * Standards Solutions * Leveled Library * Media Center * Internet Resources (National Geographic, History, etc) * Magazines (Sports Illustrated Kids, Scholastic News, etc) |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create multimedia presentation and link video that supports topic (include reference page) * Create a video that presents researched topic (include reference page) * Create a nonfiction book based on researched topic (include reference page) * Hypothesize higher order thinking questions based on researched topic | * Create labeled diagram presenting the researched topic * Formulate questions related to topic * Generate a quiz (paper or technology based) * Integrate illustrations that support student created nonfiction book * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Create labeled diagram presenting the researched topic * Formulate questions related to topic * Generate a quiz (paper or technology based) * Integrate illustrations that support student created nonfiction book * Refer to each student’s IEP for more specific modifications | * Create labeled diagram presenting the researched topic * Formulate questions related to topic * Generate a quiz (paper or technology based) * Integrate illustrations that support student created nonfiction book * Video tutorial on drafting an email * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.8**

| **Essential Question(s):** How do writers evaluate and use sources? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** source, research, credibility | | | |
| **Writing** | | | |
| **NJSLS Anchor Standard: Research and Build Present Knowledge** | | | |
| **Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | | | |
| **NJSLS Standard: W.5.8** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | * Refer to experiences or research from sources in writing * Evaluate whether source is appropriate in relation to topic * Take notes from sources (note-cards) and organize information to be included in writing | * Review basic researching skills * Review citation * Provide students with print and digital sources   Teach effective note-taking and organizational writing skills | * ReadWorks.org * Standards Solutions * Leveled Library * Media Center * Internet Resources (National Geographic, History, etc) * Magazines (Sports Illustrated Kids, Scholastic News, etc) |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write a letter to a peer as to why plagiarism is illegal and morally incorrect * Research 4 different texts (multimedia, books, etc) and state how it’s a credible source * Create a work cited page | * Formulate a list of what makes a source credible * Create a poster against plagiarism * Produce notes in their own words * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Formulate a list of what makes a source credible * Create a poster against plagiarism * Produce notes in their own words * Refer to each student’s IEP for more specific modifications | * Formulate a list of what makes a source credible * Create a poster against plagiarism * Produce notes in their own words * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.9**

| **Essential Question(s):** How do writers apply evidence from text to support conclusions? | | | |
| --- | --- | --- | --- |
| **Writing** | | | |
| **NJSLS Anchor Standard: Research and Build Present Knowledge** | | | |
| **Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. | | | |
| **NJSLS Standard: W.5.9** | | | |
| **Vocabulary:** N/A | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| a. Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). | Produce writing which demonstrates proficiency in reading standards for literature | * Provide writing opportunities * Refer to R.L. Standards |  |

**Language Arts Curriculum: Grade 5**

**Writing**

**Standard W.5.10**

| **Essential Question(s):** How do writers successfully create text based upon the established time frame, task, purpose and audience? | | | |
| --- | --- | --- | --- |
| **Vocabulary:** N/A | | | |
| **Writing** | | | |
| **NJSLS Anchor Standard: Research and Build Present Knowledge** | | | |
| **Anchor Standard 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | | | |
| **NJSLS Standard: W.5.10** | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplars** |
| 5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | * Complete writing tasks according to determined time frame, task, purpose, and audience | * Teach how writing varies according to determined time frame, task, purpose, and audience * Use a variety of prompts (i.e. persuasive, narrative) * Vary length of writing tasks (i.e. writing process pieces vs. timed writing practice) * Use graphic organizer (i.e. Venn-Diagram) : Extended time pieces vs. short time frame pieces * Extended time: all steps of the writing process   Short time frame: modified writing process | * ReadWorks.org * Standards Solutions * Leveled Library * Media Center * Internet Resources (National Geographic, History, etc) * Magazines (Sports Illustrated Kids, Scholastic News, etc) * SAAVAS MyView |
| **Differentiation/Accommodations/Modifications** | | | |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create their own rubric * Create their own checklist * Develop a sequel to a previously written piece * Design a multimedia product * Create a work cited page (if applicable) | * Grade level writing exemplars * Providing students with multiple writing tasks for final product * Providing students with the option to type or hand write work * Revision and editing checklists * Rubrics * Peer editing * For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf> | * Grade level writing exemplars * Providing students with multiple writing tasks for final product * Providing students with the option to type or hand write work * Revision and editing checklists * Rubrics * Peer editing * Refer to each student’s IEP for more specific modifications | * Grade level writing exemplars * Providing students with multiple writing tasks for final product * Providing students with the option to type or hand write work * Revision and editing checklists * Rubrics * Peer editing * Morning tutoring * After school program * Parental contact |

**Language Arts Curriculum: Grade 5**

**Speaking and Listening**

**SL.5.1**

| **Essential Question(s):** How do students express thoughts and ideas in an effective manner? | | | | |
| --- | --- | --- | --- | --- |
| **Speaking and Listening** | | | | |
| **NJSLS Anchor Standard: Research and Build Present Knowledge** | | | | |
| **Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | | | | |
| **NJSLS Standard: SL.5.1** | | | | |
| **Vocabulary:** collaborate, discussion | | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | |  |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and* *texts*, building on others’ ideas and expressing their own clearly. | | | | |
| a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. | * Prepare for a discussion * Read pertinent material * Take notes (note cards) | | * Teach and model note taking skills |  |
| b. Follow agreed-upon rules for discussions (e.g.,  gaining the floor in respectful ways, listening to  others with care, speaking one at a time about the topics and texts under discussion). | * Practice large and small group discussions * Reflect on discussion | | * Establish classroom procedures for discussion including active listening, turn taking, respecting opinions, establishing roles, etc.   - Classroom contract  - Classroom rule chart |  |
| c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | * Develop effective questions | | * Model appropriate questioning techniques * Model appropriate questioning that links to remarks of others |  |
| d. Explain their own ideas and understanding in  light of the discussion. | * Verbally demonstrate understanding of discussion * Formulate and express own ideas based on the discussion | | * Ask questions following the discussion to monitor understanding * “What did we learn from our discussion today on \_\_\_\_\_\_?” |  |

**Language Arts Curriculum: Grade 5**

**Speaking and Listening**

| **Essential Question(s):** How do readers use information presented in diverse formats to determine main ideas and supporting details? | | | |
| --- | --- | --- | --- |
| **Speaking and Listening** | | | |
| **NJSLS Anchor Standard: Research and Build Present Knowledge** | | | |
| **Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | | | |
| **NJSLS Standard: SL.5.2** | | | |
| **Vocabulary:** main idea, supporting details | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 2. Determine the main ideas and supporting details  of a text read aloud or information presented in  diverse media and formats (e.g., visually,  quantitatively, and orally). | * Identify main ideas and supporting details | * Review main ideas and supporting details * Present information in diverse media and formats |  |

**Language Arts Curriculum: Grade 5**

**Speaking and Listening**

| **Essential Question(s):** How do listeners evaluate speakers? | | | |
| --- | --- | --- | --- |
| **Speaking and Listening** | | | |
| **NJSLS Anchor Standard: Research and Build Present Knowledge** | | | |
| **Anchor Standard 3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | | | |
| **NJSLS Standard: SL.5.3** | | | |
| **Vocabulary:** elaborate | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and  detail. | * Ask and answer questions about information presented by a speaker * Elaborate on the points made by the speaker | * Teach effective questioning strategies to evaluate a speaker * Teach students how to ask and answer higher level questions (Bloom’s Taxonomy) |  |

**Language Arts Curriculum: Grade 5**

**Speaking and Listening**

| **Essential Question(s):** How do speakers vary their presentation of information dependent upon the established task, purpose and audience? | | | |
| --- | --- | --- | --- |
| **Speaking and Listening** | | | |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas** | | | |
| **Anchor Standard 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | | | |
| **NJSLS Standard: SL.5.4** | | | |
| **Vocabulary:** descriptive details, rubric, pace | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 4. Report on a topic or text, tell a story, or recount  an experience with appropriate facts and relevant, descriptive details, speaking clearly at an  understandable pace | * Create a presentation that includes appropriate facts and details * Use proper pacing | * Model presentation skills * Provide examples of effective speakers * Video/audio clip * Oral presentation rubric |  |

**Language Arts Curriculum: Grade 5**

**Speaking and Listening**

| **Essential Question(s):** How do students enhance a presentation? | | | |
| --- | --- | --- | --- |
| **Speaking and Listening** | | | |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas** | | | |
| **Anchor Standard 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | | | |
| **NJSLS Standard: SL.5.5** | | | |
| **Vocabulary:** podcast, PowerPoint | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 5. Create engaging audio recordings of stories  or poems that demonstrate fluid reading at an  understandable pace; add visual displays when  appropriate to emphasize or enhance certain facts  or details. | * Read aloud for recording * Create visual displays * Posters displaying facts and details | * Record students individually reading aloud * Podcast * PowerPoint * Recordable books |  |

**Language Arts Curriculum: Grade 5**

**Speaking and Listening**

| **Essential Question(s):** How do students demonstrate command of formal English? | | | |
| --- | --- | --- | --- |
| **Speaking and Listening** | | | |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas** | | | |
| **Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when  indicated or appropriate. | | | |
| **NJSLS Standard: SL.5.6** | | | |
| **Vocabulary:** N/A | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested  detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific  expectations.) | * Speak in complete   sentences   * Provide requested detail or clarification | * Require students to speak in complete sentences * Model the use of standard English * Observe and document students’ use of language |  |

**Language Arts Curriculum: Grade 5**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English to convey a message? | | | |
| --- | --- | --- | --- |
| **Language** | | | |
| **NJSLS Anchor Standard: Convections of Standard English** | | | |
| **Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | |
| **NJSLS Standard: L.5.1** | | | |
| **Vocabulary:** nouns and abstract nouns, pronouns, verbs and irregular verbs, adverbs (comparative and superlative), adjectives, regular and irregular plurals, verb tense, subject-verb, pronoun-antecedent, coordinating and subordinating conjunctions, simple, compound and complex sentences | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | |
| a. Explain the function of nouns, pronouns, verbs,  adjectives, and adverbs in general and their functions in particular sentences. | * Define functions of various parts of speech. (nouns, pronouns,. Verbs, adjectives and adverbs) | * Written Practice   - close exercises  - identifying parts of speech in a sentence   * Oral Practice |  |
| b. Form and use regular and irregular plural nouns. | * Use grammar rules for regular plural nouns and give examples of irregular plural nouns | * Written Practice:   - proofread and edit a story- then read story aloud  - match singular form to plural form  - sort regular and irregular nouns  - identify regular and irregular nouns in a sentence   * Oral Practice |  |
| c. Use abstract nouns (e.g., *childhood*). | * Distinguish between concrete and abstract nouns   - Concrete noun: book  - Abstract noun: love | * Written Practice:   - create sentence when provided a bank of abstract  nouns   * Oral Practice |  |
| d. Form and use regular and irregular verbs. | * Use grammar rules for regular verbs and give examples of irregular verbs | * Written Practice:   - proofread and edit a story- then read aloud  - sort irregular and regular verbs  - identify regular and irregular verbs in a sentence   * Oral Practice |  |
| e. Form and use the simple (e.g., *I walked; I walk;*  *I will walk*) verb tenses. | * Use verb tenses by orally creating sentences and having students imitate aloud | * Review tenses in terms of time * Written Practice   - write a story that take place in the past/future   * Oral Practice |  |
| f. Ensure subject-verb and pronoun-antecedent  agreement.\* | * Use grammar rules for subject-verb and pronoun-antecedent agreement. | * Written Practice   - proofread and edit a story- then read aloud  - select the correct verb when given the subject or  select the correct pronoun with given the antecedent   * Oral Practice |  |
| g. Form and use comparative and superlative  adjectives and adverbs, and choose between them depending on what is to be modified. | * Determine when to use the comparative or superlative forms of adjectives and adverbs | * Written Practice   - proofread and edit a story- then read aloud  - select the correct form of the adjective or adverb   * Oral Practice |  |
| h. Use coordinating and subordinating conjunctions. | * Use grammar rules for the use of coordinating and subordinating conjunctions | * Teach student to identify conjunctions in sentences and/or paragraphs |  |
| i. Produce simple, compound, and complex  sentences. | * Use simple, compound, and complex sentences | * Teach students the use of conjunctions to combine sentences |  |

**Language Arts Curriculum: Grade 5**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English mechanics to convey a message? | | | |
| --- | --- | --- | --- |
| **Language** | | | |
| **NJSLS Anchor Standard: Convections of Standard English** | | | |
| **Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | |
| **NJSLS Standard: L.5.2** | | | |
| **Vocabulary:** capitalize, comma, dialogue, quotation mark, possessive, suffix, base word, syllable, apostrophe | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | |
| a. Capitalize appropriate words in titles. | * Edit titles with capitalization errors * Employ proper capitalizing rules when titling personal writing pieces | * Review rules for capitalization * Introduce the use of the capitalization proofreading mark |  |
| b. Use commas in addresses. | * Write letters and address envelopes correctly | * Review convections of using commas in an address |  |
| c. Use commas and quotation marks in dialogue. | * Create comic strips, short plays, etc. focusing of the use of dialogue | * Provide examples of stories using dialogue * Introduce the use of quotation marks |  |
| d. Form and use possessives. | * Distinguish between singular and plural possessive forms | * Teach grammar rules for forming a possessive * Written Practice   - proofread and edit a story- then read aloud  - select the correct form of possessives |  |
| e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled,* *cries, happiness*). | * Employ conventional spelling rules for adding suffixes | * Teach spelling rules for adding suffixes to base words and changing tenses * Create word wall/word rings * Written Practice   - proofread and edit a story- then read aloud |  |
| f. Use spelling patterns and generalizations (e.g., word families, position-based spellings,  syllable patterns, ending rules, meaningful word parts) in writing words. | * Identify and use spelling patterns | * Teach features of spelling focusing on patterns and rules * Create word wall/word rings * Written Practice   - proofread and edit a story with spelling errors  - crossword puzzles |  |
| g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | * Use a dictionary to edit writing | * Review use of reference materials |  |

**Language Arts Curriculum: Grade 5**

**Language**

| **Essential Question(s):** How do students use their knowledge of language to communicate effectively and increase understanding? | | | |
| --- | --- | --- | --- |
| **Language** | | | |
| **NJSLS Anchor Standard: Knowledge of Language** | | | |
| **Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | | | |
| **NJSLS Standard: L.5.3** | | | |
| **Vocabulary:** formality, standard English | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | |
| a. Choose words and phrases for effect.\* | * Use words to communicate effectively | * Teach effective word choice and provide examples |  |
| b. Recognize and observe differences between the conventions of spoken and written standard English. | * Recognize the difference between the formality or written language vs. spoken language | * Provide examples of both types of language (written language and spoken language) |  |

**Language Arts Curriculum: Grade 5**

**Language**

| **Essential Question(s):** How do students use context clues and word parts to clarify the meaning of unknown words? | | | | |
| --- | --- | --- | --- | --- |
| **Language** | | | | |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use** | | | | |
| **Anchor Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | | | |
| **NJSLS Standard: L.5.4** | | | | |
| **Vocabulary:** context clues, suffixes, prefixes, roots, glossaries, dictionaries | | | | |
| **Grade Specific Standard** | **Skills** | | **Procedures and Examples** |  |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | | | |
| a. Use sentence-level context as a clue to the meaning of a word or phrase. | | * Determine word meaning based on general content of the sentence * Annotate the sentence | * Demonstrate how to determine word meaning based on general content of the sentence |  |
| b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). | | * Determine how the addition of an affix affects the meaning of a known word | * Teach common meaning a of prefixes and suffixes * Demonstrate how the addition of an affix affects the meaning of a known word |  |
| c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). | | * Find known words within unknown word to define new word meaning | * Demonstrate how to use known root words to determine meaning of unknown word that contain that root |  |
| d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | | * Use glossaries and beginning dictionaries | * Model use of dictionary during read alouds when new vocabulary words are presented * Teach dictionary skills |  |

**Language Arts Curriculum: Grade 5**

**Language**

| **Essential Question(s):** How do students demonstrate their understanding of word meaning when making connections between related words? | | | |
| --- | --- | --- | --- |
| **Language** | | | |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use** | | | |
| **Anchor Standard 5:** Demonstrate understanding of word relationships and nuances in word meanings. | | | |
| **NJSLS Standard: L.5.5** | | | |
| **Vocabulary:** literal/ non-literal meaning , shades of meaning | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. | | | |
| a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). | * Identify literal and non-literal meanings of words and phrases | * Teach non-literal language through examples in text * Use Amelia Bedelia series to provide examples of literal and non-literal meanings for words and phrases |  |
| b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). | * Make vocabulary relevant through personal connections | * Demonstrate understanding of word meaning by applying knowledge of a definition to real life situations |  |
| c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | * Choose words that demonstrate varying shades of meaning | * Teach how states of mind and degrees of certainty can vary * Provide students with words and have them determine additional words with varying shades of meaning   - Ex: Give the word "worried"  Lower Degree: Fear  Higher Degree: Brave |  |

**Language Arts Curriculum: Grade 5**

**Language**

| **Essential Question(s):** How do student apply their knowledge of the English language to communicate most effectively? | | | |
| --- | --- | --- | --- |
| **Language** | | | |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use** | | | |
| **Anchor Standard 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | | | |
| **NJSLS Standard: L.5.6** | | | |
| **Vocabulary:** academic language, proficiency, standard English | | | |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | * Use grade appropriate language and vocabulary at a level of proficiency * Use standard English to communicate effectively | * Provide strategies and examples of using standard English * Provide speaking and writing opportunities during which students can strengthen command of standard English |  |