

Language Arts Curriculum

Grade 5

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District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century.

We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels

vary according to lexile levels. College Prep, Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of views from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Hillside Township School District

Fifth Grade

Literature Introduction:

Timeline: September - June

Key Ideas and Details	
<p>Enduring Understandings:</p> <p>NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>TECH.8.1.5.A - [Strand] - Students demonstrate a sound understanding of technology concepts, systems and operations.</p>	<p>Essential Questions:</p> <p>How can analyzing text details help you make inferences and connections?</p> <p>Can you identify text evidence to support conclusions drawn in the text?</p> <p>What conclusions can be drawn from the text?</p> <p>Based on the evidence drawn, what is the character's point of view? Cite examples to support your response.</p> <p>What is the theme of the story?</p> <p>How does the author demonstrate theme through the main character's behavior?</p> <p>What details help you describe how the character develops from the beginning to the end of the story? Using these details, what does the character believe will help him/her change his viewpoint about the situation or experience?</p>

<p>TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems</p> <p>TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p>		
NJSLS	Student Learning Objectives:	
RL.5.1.	<ul style="list-style-type: none"> ● Quote accurately from a text when explaining and make relevant connections when drawing inferences from the text. 	
RL.5.2	<ul style="list-style-type: none"> ● Determine the key details in a story, drama, or poem to identify the theme and to summarize the text. 	
RL.5.3	<ul style="list-style-type: none"> ● 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). 	
	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> ● Participate in pair/share activities to demonstrate text understanding ● Interactive Theme Chart ● Closed Reading Techniques ● Retell stories using websites ● Describe a story character's feelings, motivations or traits in a journal/learning log as a response to a writing prompt ● Generate oral/written book reports ● Facilitate literature circles ● Use graphic organizers to create visual presentations of story elements <p>Assessments: Asse:</p>	<ul style="list-style-type: none"> ● Benchmark Advance ● Fiction Paired books (Reading Series) ● Content Area textbooks ● Independent SSR/Skill Practice ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● www.studyisland.com ● www.funbrain.com ● www.brainpop.com ● www.readworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text

	<ul style="list-style-type: none"> • New Jersey Student Learning Assessment (NJSLA) • Tests/Quizzes • Exit Slips • Observation • Checklists • Anecdotal Notes 	
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Literature Introduction:

Craft and Structure	
<p>Enduring Understandings:</p> <p>NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed</p>	<p>Essential Questions:</p> <p>How can words and phrases be used to convey meaning in a text?</p> <p>What details help you make inferences about characters and the main events of the plot?</p> <p>What figurative language or vocabulary does the author use to help you understand the meaning in the text and sequence of events?</p> <p>How does the structure of the text relate to each other and the whole?</p> <p>How does the author’s purpose help you determine the central idea or theme?</p>

<p>through school, home, work, and extracurricular activities for use in a career.</p> <p>TECH.8.1.5.A.CS1 - [Content Statement] - Understand and use technology systems</p> <p>TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p>	<p>How does the point of view of the story shape the content and style of a text? Explain how the characters' influence each other to help you comprehend the plot?</p> <p>What inferences can be made from the story events? What events justify your conclusions?</p>	
NJSLS	Student Learning Objectives:	
<p>RL.5.4.</p> <p>RL.5.5.</p> <p>RL.5.6</p>	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ● Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. ● Describe how a narrator's or speaker's point of view influences how events are described. 	
	<p>Model Lessons/Performance Tasks</p> <p>Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
	<ul style="list-style-type: none"> ● Participate in pair/share activities to determine their point of view of a story ● Compare/contrast a personal point of view with that of an author or character(s) ● Record in a journal/learning log how the parts of a story effect the story using appropriate vocabulary ● Generate oral/written book reports ● Facilitate literature circles ● Closed Reading Techniques 	<ul style="list-style-type: none"> ● Benchmark Advance ● Fiction Paired Books (Reading Series) ● Content Area textbooks ● Independent SSR/Skill Practice ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● www.studyisland.com ● www.funbrain.com ● www.brainpop.com ● www.readworks.org

<ul style="list-style-type: none"> ● Use graphic organizers <p>Assessments:</p> <p>As</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text
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Literature Introduction:

Integration of Knowledge and Ideas	
<p>Enduring Understandings:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. 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.</p>	<p>Essential Questions:</p> <p>How can illustrations and words in a print or digital text help with the understanding of its characters, settings or plot? Tell the how, where, when, and why to help support this understanding.</p> <p>What evidence can you provide that will connect to the reasons and validity of the argument stated? How is this evidence relevant to the central idea or theme of the story?</p>

<p>NJSLSA.R9 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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>CAEP.9.2.8.B.4 - [Standard] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p>		<p>How are the events or characters in this story alike or different from those in other stories you know? Use your relevant evidence to create a diagram to support your argument.</p>
NJSLS	Student Learning Objectives:	
RL.5.7	<ul style="list-style-type: none"> 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, and poem). 	
RL.5.9	<ul style="list-style-type: none"> Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, & background knowledge) the treatment of similar themes & topics (e.g. opposition of good & evil) and patterns of events (e.g. the quest) in stories, myths, & traditional literature from different cultures. 	
	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> Participate in pair/share activities to contrast story plots 	<ul style="list-style-type: none"> Benchmark Advance Classroom library

	<ul style="list-style-type: none"> ● Compare/contrast using a graphic organizer the plots of two stories by the same author ● Create a Venn Diagram to show similarities and differences between the themes, settings or plots of two stories by the same author ● Record in a journal/learning log how the illustrations in a story enhanced the mood ● Generate oral/written book reports ● Facilitate literature circles ● Use the internet to conduct an author study in order to determine if their stories have commonalities ● Closed Reading Techniques <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Fiction Paired books (Reading Series) ● Content Area textbooks ● Independent SSR/Skill Practice ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● www.studyisland.com ● www.funbrain.com ● www.brainpop.com ● www.readworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text
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Literature Introduction:

Range of Reading and Complexity of Text	
Enduring Understandings:	Essential Questions:

<p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p> <p>CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>TECH.8.1.5.A.1 - [Cumulative Progress Indicator] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p>	<p>Are you able to read on grade level with an appropriate reading rate with a high percent of accuracy?</p> <p>Are you heeding all punctuation and using expression while reading?</p> <p>Are you able to identify text features and use context clues to build vocabulary?</p> <p>Are you a fluent reader?</p> <p>Are you able to identify the genre of a selection and explain why?</p> <p>Are you able to read a variety of genres and recognize its text features?</p>	
NJSLS	Student Learning Objectives:	
RL.5.10	<ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, poems at grade level text complexity or above, with scaffolding as needed. 	
	<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
	<ul style="list-style-type: none"> Students self-select appropriate grade level texts from the classroom leveled library Read a variety of different genres and recognize text features Closed Reading Techniques <p>Assessments:</p> <ul style="list-style-type: none"> New Jersey Student Learning Assessment (NJSLA) Tests/Quizzes 	<ul style="list-style-type: none"> Benchmark Advance Paired Books (Reading Series) Classroom Library Fiction Paired books (Reading Series) Content Area textbooks Independent SSR/Skill Practice Teacher Library Resources (Conference Room) Tier II Word Wall www.studyisland.com www.funbrain.com www.brainpop.com

	<ul style="list-style-type: none"> • Observation • Checklists • Anecdotal Notes 	<ul style="list-style-type: none"> • www.readworks.org • www.readwritethink.org • Google Classroom • Career Exploration through Leveled Text
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Informational Text:

Timeline: September - June

Key Ideas and Details	
<p>Enduring Understandings:</p> <p>NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CAEP.9.2.8.B.7 - [Standard] - Evaluate the impact of online activities and social media on employer decisions.</p>	<p>Essential Questions:</p> <p>How do the details relate to the topic and/or main idea of the selection?</p> <p>Explain how character's words or action(s) affect the plot of the story?</p> <p>What is the main idea and supporting details of the topic? Clarify how the main idea and details support the central idea theme.</p> <p>Can you generate a connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text?</p> <p>Create a timeline to demonstrate comprehension.</p>

NJSLS	Student Learning Objectives:	
RI .5.1	<ul style="list-style-type: none"> ● Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. 	
RI.5.2	<ul style="list-style-type: none"> ● Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ● 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. 	
RI.5.3		
	Model Lessons/Performance Tasks Instructional Strategies /Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> ● Participate in pair/share activities to demonstrate text understanding ● Generate oral/written book reports ● Use graphic organizers to outline the main ideas and details that support a text ● Record in a journal/learning log how historical events, scientific ideas or concepts, or steps in a procedural text are related using specific vocabulary ● Closed Reading Techniques <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Benchmark Advance ● Non-Fiction Paired Books (Reading Series) ● Non-fiction Periodicals ● Content Area textbooks ● Independent SSR/Skill Practice ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● www.studyisland.com ● www.funbrain.com ● www.brainpop.com ● www.readworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text

Informational Text:

Craft and Structure	
<p>Enduring Understandings:</p> <p>NJSLSA.R1. 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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Essential Questions:</p> <p>How can you monitor or clarify your reading?</p> <p>Does what you are reading make sense?</p> <p>What can you use to locate information in a text?</p> <p>What clues have led you to this conclusion?</p> <p>What is the author's purpose in writing in this selection?</p> <p>What evidence supports the author's purpose?</p>

<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CAEP.9.2.8.B.5 - [Standard] - Analyze labor market trends using state and federal labor market information and other resources available online</p> <p>TECH.8.1.5.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.</p>		
CCSS	Student Learning Objectives:	
RI .5.4	<ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topics or subject area. 	
RI.5.5.	<ul style="list-style-type: none"> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. 	
RI.5.6.	<ul style="list-style-type: none"> Analyze multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent. 	
	<p>Model Lessons/Performance Tasks Instructional Strategies /Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
	<ul style="list-style-type: none"> Participate in pair/share activities to determine their point of view of a text Record in a journal/learning log phrases from a text and analyze the meaning of the phrases in the text Generate oral/written book reports Closed Reading Techniques <p>Assessments:</p>	<ul style="list-style-type: none"> Benchmark Advance Non-Fiction Paired Books (Reading Series) Non-fiction Periodicals Content Area textbooks Independent SSR/Skill Practice Teacher Library Resources (Conference Room) Tier II Word Wall www.studyisland.com www.funbrain.com

	<ul style="list-style-type: none"> • New Jersey Student Learning Assessment (NJSLA) • Tests/Quizzes • Exit Slips • Observation • Checklists • Anecdotal Notes 	<ul style="list-style-type: none"> • www.brainpop.com • www.readworks.org • www.readwritethink.org • Google Classroom • Career Exploration through Leveled Text
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Informational Text:

Integration of Knowledge and Ideas	
<p>Enduring Understandings: NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	<p>Essential Questions: How does the visual information clarify the text? How does the text structure contribute to your understanding?</p>

<p>NJSLSA.R8. 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.</p> <p>NJSLSA.R9 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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>CAEP.9.2.8.B.4 - [Standard] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>TECH.8.1.5.A.2 - [Cumulative Progress Indicator] - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>	<p>What important reasons does the author use to explain his points?</p> <p>Identify and explain the author’s perspective.</p> <p>What evidence did the author present to support the text?</p> <p>How do the text features help you better understand the information in this text?</p>
<p>NJSLS</p>	<p>Student Learning Objectives:</p> <p>RI.5.7. ● Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or problem efficiently.</p> <p>RI.5.8. ● Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support each point (s).</p> <p>RI.5.9 ● Integrate and reflect on (e.g., practical knowledge, historical/cultural context and background knowledge) information from several sources on the same topic in order to write or speak about the subject knowledgeably.</p>

	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> ● Compare/contrast using a graphic organizer the key points and details of two texts on the same topic ● Outline in order the main idea of each paragraph of the text and supporting details ● Record in a journal/learning log to record answers to comprehension questions ● Utilize diagrams in information texts to answer comprehension questions ● Generate oral/written book reports ● Facilitate literature circles ● Use the internet to conduct an author study in order to determine if their stories have commonalities ● Closed Reading Techniques <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Benchmark Advance ● Non-Fiction Paired Books (Reading Series) ● Non-fiction Periodicals ● Content Area textbooks ● Independent SSR/Skill Practice ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● www.studyisland.com ● www.funbrain.com ● www.brainpop.com ● www.readworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text

Informational Text:

Range of Reading and Level of Text Complexity		
Enduring Understandings: RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. CAEP.9.2.8.B.2 - [Standard] - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan TECH.8.1.5.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.		Essential Questions: Can you read and comprehend a variety of informational texts? What text features do authors incorporate to help the reader better understand the information? What did you learn by reading this selection? What does the author want the reader to believe about this topic?
NJSLS	Student Learning Objectives:	
RI.5.10.	<ul style="list-style-type: none"> By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. 	
	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> Students self-select appropriate grade level texts from the classroom leveled library Read a variety of different genres and recognize text features Recognize the purpose of a non-fiction text Closed Reading Techniques Assessments: <ul style="list-style-type: none"> New Jersey Student Learning Assessment (NJSLA) Tests/Quizzes Observation Checklists Anecdotal Notes 	<ul style="list-style-type: none"> Benchmark Advance Non-Fiction Paired Books (Reading Series) Non-fiction Periodicals Content Area textbooks Independent SSR/Skill Practice Teacher Library Resources (Conference Room) Tier II Word Wall www.studyisland.com www.funbrain.com www.brainpop.com www.readworks.org

	<ul style="list-style-type: none"> • Developmental Reading Assessment (DRA2) 	<ul style="list-style-type: none"> • www.readwritethink.org • Google Classroom • Career Exploration through Leveled Text
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READING FOUNDATIONAL SKILLS – INTRODUCTION		
Phonics and Word Recognition		
<p>Enduring Understandings: RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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.</p> <p>CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>TECH.8.1.5.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.</p>		<p>Essential Questions: What strategies can you use to decode an unknown word?</p> <ul style="list-style-type: none"> ● Multi- syllable words ● Common Latin suffixes ● Common prefixes and derivational suffixes ● Common Greek suffixes and prefixes <p>Can you read grade level appropriate irregularly spelled words?</p> <p>How can you use context clues to differentiate between homophones and multiple meaning words?</p>
NJSLS	Student Learning Objectives:	
RF.5.3.	<ul style="list-style-type: none"> ● Know and apply grade-level phonics and word analysis skills in decoding words. <p>(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</p>	
	<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
	<ul style="list-style-type: none"> ● Categorize and classify words based on prefixes and suffixes. ● Create lists of words with common Latin suffixes in learning log/journal ● Improve spelling through use of student generated spelling lists of difficult words in learning log/journal <p>Use reading fix-up strategies to determine unknown words and their meanings</p>	<ul style="list-style-type: none"> ● Benchmark Advance ● Paired Books Fiction/Non-Fiction (Thematic) ● Non-Fiction Paired Books (Reading Series) ● Non-fiction Periodicals ● Content Area textbooks ● Independent SSR/Skill Practice ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● www.studyisland.com

	<ul style="list-style-type: none"> ● Closed Reading Techniques Assessments: <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● www.funbrain.com ● www.brainpop.com ● www.readworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text
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Foundational Skills:

FLUENCY		
Enduring Understandings: RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CAEP.9.2.8.B.2 - [Standard] - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan TECH.8.1.5.B.CS1 - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes. TECH.8.1.5.B.CS2 - [Content Statement] - Create original works as a means of personal or group expression.		Essential Questions: What does reading fluently and accurately sound like? What does reading with expression sound like? How do I use my voice, body, and eyes to speak effectively? Can you read silently for long periods of time? What strategies are used to monitor independent reading? Are you able to apply self – correcting strategies to decode and gain meaning from print? How does fluent reading affect comprehension?
NJSLS	Student Learning Objectives:	
RF.5.4.	<ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> (a) Read grade-level text with purpose and understanding. (b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	
	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> Students partner read to monitor each others reading 	<ul style="list-style-type: none"> Benchmark Advance Non-Fiction Paired Books (Reading Series) Non-fiction Periodicals

	<ul style="list-style-type: none"> ● Participate in small group guided reading activities such as whisper reading, partner reading and shared reading in order to improve comprehension ● Select a grade-level appropriate poem to present to the class modeling appropriate rate and expression ● Closed Reading Techniques <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Content Area textbooks ● Independent SSR/Skill Practice ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● www.studyisland.com ● www.funbrain.com ● www.brainpop.com ● www.readworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text
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Writing:

Text Types and Purposes	
<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CAEP.9.2.8.B.2 - [Standard] - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan</p> <p>TECH.8.1.5.E.CS2 - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>	<p>Essential Questions:</p> <p>How do I write my opinion and utilize supporting evidence?</p> <p>How can I use words to express my opinions?</p> <p>How do writers state their opinion through a thesis statement?</p> <p>Why is it important to use sequenced events, rich supporting details, and transitional words and phrases?</p> <p>What sources can you use to find information on your topic?</p> <p>How do writers use details to support their opinion/thesis?</p>
NJSLS	Student Learning Objectives:
W.5.1.	<ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. Link opinion and reasons using words, phrases, and clauses (<i>e.g., consequently, specifically</i>). Provide a conclusion related to the opinion presented.
W.5.2.	<ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> Introduce a topic clearly, to provide a focus and group related information logically; include text features such as heading, illustrations, and multimedia when useful to aiding comprehension.

<p>W.5.3.</p>	<p>(b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>(c) Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>(e) Provide a conclusion related to the information or explanation presented</p> <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <p>(a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>(b) Use narrative techniques, such as dialogue, description and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>(c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>(d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
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	<p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet and other Resources</p>
	<ul style="list-style-type: none"> • Respond to writing prompts in learning logs/journals to various prompts of either an opinion, informative or narrative style of writing • Compose opinion pieces about a school rule or event ensuring the use of phrases, linking words, and a conclusion • Convey through an explanatory text a topic using various sources of literature as evidence • Writing a narrative to convey the events of a longer period of time (a summer vacation, a year of life, etc.) 	<ul style="list-style-type: none"> • Benchmark Advance • Teacher Library Resources (Conference Room) • Tier II Word Wall • Empowering Writers Resources • www.studyisland.com • www.writingfix.com • www.digitalreadworks.org • www.readwritethink.org • Google Classroom • Career Exploration through Leveled Text

	Assessments: <ul style="list-style-type: none"> • New Jersey Student Learning Assessment (NJSLA) • Observation • Checklists • Anecdotal Notes • Writing Rubric 	
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Writing:

Production and Distribution of Writing	
Enduring Understandings: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CAEP.9.2.8.B.2 - [<i>Standard</i>] - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. TECH.8.1.5.E.CS2 - [<i>Content Statement</i>] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources	Essential Questions: What strategies and techniques can you use to improve your writing? How does incorporating descriptive, figurative language, and evidence improve your writing? How can you collaborate with your peers to improve your writing? Does think/pair/share, peer conferences, and sharing improve one's writing? What type of technology can you use to produce and publish your writing? How does Microsoft Word and Google Documents provide conferencing, revising, and editing opportunities?

and media.		
NJSLS	Student Learning Objectives:	
W.5.4.	<ul style="list-style-type: none"> ● Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (<i>Grade- specific expectations for writing types are defined in standards 1-3 above</i>). 	
W.5.5.	<ul style="list-style-type: none"> ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach. 	
W.5.6.	<ul style="list-style-type: none"> ● With some guidance and support from peers and adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	
	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> ● Publish writing pieces for presentation ● Participate in peer editing to improve writing ● Mini-conferences with the teacher and writing groups to explore strengths and weaknesses in writing ● Utilize websites and the computer to publish pieces to online mediums and prepare printed pieces for review Assessments: <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● Benchmark Advance ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● Empowering Writers Resources ● www.studyisland.com ● www.writingfix.com ● www.digitalreadworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text

Writing:

Research to Build and Present Knowledge	
<p>Enduring Understandings:</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CAEP.9.2.8.B.2 - [<i>Standard</i>] - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>TECH.8.1.5.C.CS3 - [<i>Content Statement</i>] - Develop cultural understanding and global awareness by engaging with learners of other cultures.</p>	<p>Essential Questions:</p> <p>What sources can you use to find information on your topic?</p> <p>As authors, how can we use research?</p> <p>How are research papers organized?</p> <p>How does one synthesize information from a variety of sources?</p> <p>Why is it important to take notes on sources and sort evidence into provided categories?</p> <p>How does one begin drafting the research paper?</p> <p>How can you use the results of your research to report information on various topics?</p> <p>How does one formulate the works cited page?</p>
NJSLS	Student Learning Objectives:
W.5.7.	<ul style="list-style-type: none"> Conduct short research projects that build knowledge through investigation of different perspectives of a topic.

<p>W.5.8.</p> <p>W.5.9.</p>	<ul style="list-style-type: none"> ● 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. ● Draw evidence from literacy or informational texts to support analysis, reflection, and research. 				
	<table border="1"> <thead> <tr> <th data-bbox="327 337 957 451"> Model Lessons/Performance Tasks Instructional Strategies/Assessments </th><th data-bbox="957 337 1932 451"> Interdisciplinary Connections/Internet and other Resources </th></tr> </thead> <tbody> <tr> <td data-bbox="327 451 957 1218"> <ul style="list-style-type: none"> ● Generate a research project on a topic such as an author study, animal, or historical event ● Present research projects to peers ● Gather information from various sources (both print and digital) to incorporate into their research and knowledge base ● Practice note taking in learning logs/journals ● Complete a graphic organizer after finding information on predetermined categories through various sources <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric </td><td data-bbox="957 451 1932 1218"> <ul style="list-style-type: none"> ● Benchmark Advance ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● Empowering Writers Resources ● www.studyisland.com ● www.writingfix.com ● www.digitalreadworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text </td></tr> </tbody> </table>	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources	<ul style="list-style-type: none"> ● Generate a research project on a topic such as an author study, animal, or historical event ● Present research projects to peers ● Gather information from various sources (both print and digital) to incorporate into their research and knowledge base ● Practice note taking in learning logs/journals ● Complete a graphic organizer after finding information on predetermined categories through various sources <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● Benchmark Advance ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● Empowering Writers Resources ● www.studyisland.com ● www.writingfix.com ● www.digitalreadworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text
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Writing:

Range of Writing		
Enduring Understandings: NJSLSA.W10. 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. CAEP.9.2.8.B.2 - [Standard] - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. TECH.8.1.5.C.CS3 - [Content Statement] - Develop cultural understanding and global awareness by engaging with learners of other cultures.		Essential Questions: Are you able to complete writing pieces within a specific time limit? Evaluate how the 5 Step Writing Process can help with the time frame? Can you compose pieces for a variety of audiences (peers, adults, internet, etc)? How does the audience influence the format of your writing?
NJSLS	Student Learning Objectives:	
W.5.10.	<ul style="list-style-type: none"> Write routinely over extended time frames (<i>time for research, reflection metacognition/self-correction, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline- specific tasks, purposes and audiences. 	
	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> Respond to writing prompts in learning logs/journals to various prompts within a specific time limit Compose pieces for a variety of audiences (peers, teachers, adults, internet, etc.) 	<ul style="list-style-type: none"> Benchmark Advance Teacher Library Resources (Conference Room) Tier II Word Wall Empowering Writers Resources www.studyisland.com

	<ul style="list-style-type: none"> ● Students select a topic of choice and determine the appropriate style of writing and audience for their work during writer's workshop <p>Assessments:</p> <ul style="list-style-type: none"> ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric 	<ul style="list-style-type: none"> ● www.writingfix.com ● www.digitalreadworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text
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Speaking & Listening:

Comprehension and Collaboration/Presentation of Knowledge & Ideas	
<p>Enduring Understandings:</p> <p>NJSLSA.SL1. 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.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>CAEP.9.2.8.B.3 - [<i>Standard</i>] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>TECH.8.1.5.A.3 - [<i>Cumulative Progress Indicator</i>] - Use a graphic organizer to organize information about problem or issue.</p>	<p>Essential Questions:</p> <p>Why is it necessary to work and discuss in collaborative groups?</p> <p>Why is paraphrasing of various sources important to comprehend a given text?</p> <p>Why is it important to identify the main and supporting details?</p> <p>Why is it important to be able to clearly present a report on a given topic?</p> <p>Why is it important to include multimedia components in presentations?</p> <p>Why is it important to be able to identify differences between formal and informal “English”?</p> <p>How can we share ideas effectively?</p> <p>How can you use digital media and visual displays of data to enhance presentations?</p>
NJSLS	Student Learning Objectives:
SL.5.1	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.

<p>SL.5.2.</p> <p>SL.5.3.</p> <p>SL.5.4</p> <p>SL.5.5.</p> <p>SL.5.6.</p>	<p>(a)Explicitly draw on previously read text or material and under information known about the topic to explore ideas under discussion.</p> <p>(b)Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>(c)) Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.</p> <p>(d)Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <ul style="list-style-type: none"> ● Paraphrase portions of a text read aloud or information presented in diverse media and formats. (e.g. visually quantitatively and orally) ● Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ● Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes: speak clearly at an understandable pace. ● Include multimedia components (e.g. graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. ● Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. 	
	<p>Model Lessons/Performance Tasks</p> <p>Instructional Strategies/Assessments</p>	<p>Interdisciplinary Connections/Internet</p> <p>and other Resources</p>
	<ul style="list-style-type: none"> ● Work in partners and group settings on building upon ideas that are presented to the group in a collaborative and supportive way ● Ask questions when clarification is needed or explain their own thoughts and ideas more clearly throughout a discussion ● Participate in an author’s chair to provide feedback and ask questions about a student’s writing 	<ul style="list-style-type: none"> ● www.studyisland.com ● www.funbrain.com ● www.brainpop.com ● www.readworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text

	<ul style="list-style-type: none"> ● Discuss a topic provided by the teacher that can be controversial to practice sharing one's opinions and experiences in an effective manner ● Conduct daily classroom meetings to share events outside the classroom to build community and encourage communication <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes 	
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Language:

Conventions of Standard English	
<p>Enduring Understandings:</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CAEP.9.2.8.B.2 - [Standard] - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>TECH.8.1.5.A.3 - [Cumulative Progress Indicator] - Use a graphic organizer to organize information about problem or issue.</p>	<p>Essential Questions:</p> <p>How can you use grammar correctly when writing and speaking?</p> <p>Can you demonstrate command of the convention of Standard English when writing or speaking?</p> <p>How do you differentiate between a subject and a predicate?</p> <p>Why is it important to spell words correctly?</p> <p>How do I know which end punctuation to use?</p> <p>What parts of speech or sentence parts are clues to punctuating a sentence?</p>
NJSLS	Student Learning Objectives:
L.5.1.	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (b) Form and use the perfect (e.g. <i>I had walked; I have walked; I will have walked</i>) verb tenses.

<p>L.5.2</p>	<p>(c) Use verb tense to convey various times, sequences, states, and conditions.</p> <p>(d) Recognize and correct inappropriate shifts in verb tense.</p> <p>(e) Use correlative conjunctions (e.g. <i>either/or</i>, <i>neither/nor</i>)</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <p>(a) Use punctuation to separate items in a series.</p> <p>(b) Use a comma to separate an introductory element from the rest of the sentence.</p> <p>(c) Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>)</p> <p>(d) Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>(e) Spell grade- appropriate words correctly, consulting references as needed.</p> <ul style="list-style-type: none"> • Use Knowledge of language and its conventions when writing, speaking, reading, or listening. <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.</p>				
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	<ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes <p>Writing Rubric</p>	
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Language:

Vocabulary Acquisition and Use	
<p>Enduring Understandings:</p> <p>NJSLSA.L4. 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.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. 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.</p> <p>CAEP.9.2.8.B.2 - [<i>Standard</i>] - Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.</p> <p>TECH.8.1.5.C.CS1 - [Content Statement] - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media</p> <p>TECH.8.1.5.C.CS2 - [Content Statement] - Communicate information and</p>	<p>Essential Questions:</p> <p>What tools can we use to determine or clarify the meanings of words?</p> <p>Why do some words have more than one meaning? How are these words alike or different?</p> <p>How can we use the root word to help identify unknown words?</p> <p>How can we use Greek and Latin prefixes and suffixes to help identify unknown words?</p> <p>How does a writer enhance their writing? (details, quotes, examples, facts, definitions, visuals, and figurative language)</p> <p>How does precise writing help my audience understand my main idea or topic?</p>

ideas to multiple audiences using a variety of media and formats.	
NJSLS	Student Learning Objectives:
L.5.4.	<ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of word or phrase. (b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). (c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5.	<ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (a) Interpret figurative language, including similes and metaphors, in context. (b) Recognize and explain the meaning of common idioms, adages, and proverbs. <p>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
L.5.6	<ul style="list-style-type: none"> Acquire and use accurately grade-appropriate general academic, and domain- specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

	Model Lessons/Performance Tasks Instructional Strategies/Assessments	Interdisciplinary Connections/Internet and other Resources
	<ul style="list-style-type: none"> Create a personal dictionary of new words that students encounter 	<ul style="list-style-type: none"> Benchmark Advance Paired Books Fiction/Non-Fiction (Reading Series)

	<ul style="list-style-type: none"> ● Utilize both print and digital resources to find the meaning of words and phrases ● Categorize/Classify words based on their prefixes, suffixes and root words ● Utilize print and digital thesaurus to replace overly-used words ● Utilize a chart to tally the number of times students in a class utilize vocabulary words in writing or spoken compositions and conversations correctly <p>Assessments:</p> <ul style="list-style-type: none"> ● New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes 	<ul style="list-style-type: none"> ● Non-fiction Periodicals ● Content Area textbooks ● Teacher Library Resources (Conference Room) ● Tier II Word Wall ● www.studyisland.com ● www.funbrain.com ● www.brainpop.com ● www.readworks.org ● www.readwritethink.org ● Google Classroom ● Career Exploration through Leveled Text
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