

**OCEAN COUNTY ENGLISH LANGUAGE ARTS
CURRICULUM**

Content Area: English Language Arts

Course Title: English Language Arts

Grade Level: 5

UNIT 1
Fiction
Nonfiction
Descriptive
Narrative
Open-Ended Response

September-October

UNIT 2
Nonfiction- Everyday Text
Folktales/Legends/Myths
Narrative
Expository
Open-Ended Response

November-December

UNIT 3
Historical Fiction
Biography
Expository
Speculative
Oral Report
Open-Ended Response

January-February

UNIT 4
Folktales/Legends/Myths
Non-fiction-Informational
Speculative
Extended Constructed Response
Open-Ended Response

March-April

UNIT 5
Drama
Poetry
Persuasive
Open-Ended Response

May-June

Date Created:

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OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit Title: 1

Target Course/Grade Level: Grade 5

Unit Summary

Immerse the students in literature during this unit, with a focus on the expected behaviors to be followed during a reading workshop. During the first few weeks, the teacher will establish a literature rich climate by reviewing what is available for the students to read, where it is located within the classroom, and procedures to be followed to maintain this environment. Students will read fiction and nonfiction applying strategies previously learned allowing the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Integration of social studies and science topics is highly encouraged. This unit will also focus on descriptive and personal narrative writing. The teacher may also choose to include other genres of writing as he/she sees fit. Reading and writing should be integrated to include elements of grammar, spelling, mechanics, traits of writing, the writing process, etc. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners. Students will maintain a working portfolio throughout the unit.

Primary interdisciplinary connections:

https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx

https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx

21st century themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Cluster

Number	Common Core Standard for Mastery
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RI.5.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.5.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.5.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic</i> or subject area.
RI.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.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3.a	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.
W.5.3.b	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	e. Provide a conclusion that follows from the narrated experiences or events.
W.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.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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.
W.5.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	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]”).
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL.5.1.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1.c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.
L.5.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.*
L.5.2.b	b. Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.c	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.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	a. Interpret figurative language, including similes and metaphors, in context.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	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).
Unit Essential Questions <ul style="list-style-type: none"> • How does the type of text determine the reading strategies good readers use? • How do writers get their ideas? • How do listening and speaking strategies contribute to understanding? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • good readers choose which reading strategies to use based on the type of text they are reading (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.). • writers use prior knowledge, personal experiences, and observations to communicate effectively. • learning requires all members of the classroom community to engage in collaborative and active discussion.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • listen and speaking strategies to be utilized for discussions in order to be a contributing member of the learning community. • how to use a variety of reference materials when needed (i.e. Dictionary, thesaurus, and internet). • that depending on the genre, different reading strategies must be utilized. • that text features contribute to comprehension of informational text (headings, introductory and concluding paragraphs, and bold text). • to vary their reading speed based upon their purpose for reading. • that ideas, organization, word choice, sentence fluency, voice, conventions, and presentation contribute to the success of a piece of writing. • how to spell on-level words in their daily writing. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • use knowledge of English grammar and usage to express ideas effectively. • develop a working portfolio. • write narratives which include a conflict, setting, characters, dialogue, a clear sequence of events, and a resolution. • generate ideas for writing. • utilize precise language to convey their message. • review and edit work when applicable. • utilize rubrics in order improve and evaluate writing. • draw evidence from literary or informational text that responds to open ended questions. • write for different purposes and a variety of audiences. • identify the author’s purpose, position or personal view. • activate prior knowledge and anticipate what will be read or heard. • infer meaning in the context of a reading passage. • make connections (text to text, text to self, text to world). • read for a sustained period of time at their independent level. • chose the most appropriate media for a presentation. • summarize significant events and details, articulate an understanding of several ideas or images communicated by the literary work, and use examples or textual evidence from the work to support conclusions. • students establish a plot, point of view, setting, and conflict, and will be expected to show, rather than tell, the events of the story.

- interprets figurative language/literary devices (e.g., similes, metaphors, personification, and hyperboles).
- Personal Narrative Objectives*
- select an important experience they've had.
 - gather and organize details about it.
 - capture the reader's attention as they build up to their focus statement.
 - write events in the order they occurred using sensory details.
 - show what happened as opposed to telling what happened
 - explain why the experience was important.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Evidence of Learning

Formative Assessments

- Journal Writing
- Reading Response Entries
- Portfolios
- Running Records/Anecdotal Notes
- Observation
- Quizzes
- Literature Circles
- Graphic Organizers
- Timed Writing/Reading Tasks
- Literature Response Journals
- Whiteboard Assessments
- Writer's Workshop
- Classroom Discussions
- Exit Tickets
- Performance-based Checklists
- Self-assessments/Reflections
- Think-Pair-Share/Turn-and-Talk
- Rubrics
- Do-Nows
- Literary Projects
- Questioning
- Learning/Response Logs
- Self-reflections
- Teacher Conferences

Summative Assessments

- Unit Tests/Projects
- State Assessments
- District benchmark or interim assessments
- Portfolios

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers

- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Curriculum documents of the following districts were referenced in the development of this curriculum. Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt.Pleasant, Berkeley Twp., Manchester Twp., Brick Twp.

NJCCCS for LAL http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

Reading Strategies http://math-and-reading-help-for-kids.org/reading_strategies_fifth_grade.html

Descriptive Writing Layered Curriculum <http://help4teachers.com/StephanieWriting.htm>

6+1 Writing Traits <http://educationnorthwest.org/resource/1332>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed

- Organization: the text exhibits a discernible progressions of ideas
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
- Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit Title: 2

Target Course/Grade Level: Grade 5

Unit Summary

Immerse the students in literature and informational text during this unit, with a focus on applying reading strategies to folktales/myths/legends and informational texts of the teacher’s choice. The reading can be done in social studies and carry over into the language arts classroom, as appropriate. Writing should take place daily in the form of process writing, journal writing, timed writing, responding to open-ended questions, and/or informal writing across the content areas during the two month span. Unit 2 focuses on writing original narrative stories which include setting, characters, dialogue, a clear sequence of events, conflict, and a resolution. Expository writing should be introduced using the writing process. This unit will focus on sequence/how to and compare and contrast expository writing. The teacher may also choose to incorporate other expository writing pieces as they fit into the science and social studies curriculum. Both reading and writing should be integrated and include elements of grammar, spelling, mechanics, traits of writing, and the writing process. Instruction should take place in the form of whole group instruction in both reading and writing followed by guided reading and writing lessons in a small group setting to differentiate according to student need. Portfolios should be continuously used by the students and assessed by the teacher.

Primary interdisciplinary connections:

https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx

https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx

21st century themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Cluster

Number	Common Core Standards for Mastery
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative

	language such as metaphors and similes.
RL.5.7	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.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.5.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.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.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.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).
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.a	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.
W.5.1.b	b. Provide logically ordered reasons that are supported by facts and details.
W.5.2.a	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 formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.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.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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.
W.5.9.b	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL.5.1.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1.d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense.*
L.5.2.a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.*
L.5.2.b	b. Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.c	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>).
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , 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 a word or phrase.
L.5.4.c	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.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to

	better understand each of the words.
L.5.6	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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).
Unit Essential Questions <ul style="list-style-type: none"> • How do good readers understand what is being read? • What strategies do good readers use to understand the text? (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.) • Why should readers regularly monitor their comprehension? • How does experience and belief influence reading? • How do writers use words and sentences to convey their feelings and ideas effectively? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Effective readers use specific strategies to help them better understand the text (e.g., using context clues, questioning the author, prediction, re-reading, summarizing, etc.) • Effective writers use specific sentence building techniques (word choice, word order, punctuation) to better convey their thoughts to the reader. • Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • that each paragraph in multi-paragraph text has a specific focus that contributes to the main idea of the text in its entirety • that reading with accuracy and fluency supports comprehension • that rereading, as necessary, promotes understanding • that a well-developed topic in expository writing is clearly stated, provides information logically (e.g., through use of facts, definitions, concrete details, quotations) to support author’s purpose • that conferencing effectively involves agreed-upon rules for discussion carrying out assigned roles • that context clues help a reader determine the meaning of unknown words and multiple-meaning words in fifth grade-level text 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • maintain a working portfolio • draw inferences in literature by analyzing text • determine theme in literature by analyzing text • identify how characters in a story respond to challenges • summarize text • identify the meaning of words and phrases in text using literary devices (e.g., figurative language) • identify and use grade-appropriate vocabulary, including words that signal relationships (e.g., <i>however, nevertheless, similarly, moreover, in addition</i>) • cite evidence in text to locate an answer quickly or to problem solve • compare texts in the same genre to determine similar themes • compare and contrast the structure (e.g., chronology, similarities and differences, cause/effect, problem/solution) across two or more texts • determine the meaning of general and domain-specific vocabulary in fifth grade text • analyze multiple accounts of the same topic, noting similarities and differences, according to point of view they represent • recognize and understand how an author uses evidence to support particular points in text • read and comprehend informational text, including history/social studies, science, and technical texts independently and with accuracy • know and apply phonics skills and word analysis (e.g.,

	<p>letter-sound correspondence, syllabication patterns, roots and affixes) to decode words independently, including unfamiliar multisyllabic words in and out of context</p> <ul style="list-style-type: none">• read on-level prose and poetry orally with accuracy, appropriate rate, and expression• compare and contrast two or more folktales, legends, or myths for common themes, cultural influences, and text structure• develop an appreciation for multiculturalism through reading various folktales, legends, and myths• write expository text (e.g., sequence/how to, compare and contrast) to support a point of view clearly and sequentially with reasons, facts, and details• include formatting (e.g., headings), illustrations, and multimedia in expository text to convey ideas more clearly and to aid in comprehension• produce clear and organized writing appropriate to task, purpose, and audience• develop writing as needed by planning, revising, editing for conventions, and rewriting with support from teachers and peers• use knowledge of English grammar and usage to express ideas effectively when reading, writing, listening or speaking• recognize and correct mistakes in verb tense and subject-verb agreement• create short research projects using several sources (e.g., print, digital) by summarizing information in notes and finished work and providing a list of resources• write original “story” narratives which include setting, characters, dialogue, a clear sequence of events, conflict, and a resolution• write routinely over extended time frames and shorter time frames for a range of purposes and audiences• engage effectively in collaborative discussions (e.g., one-on-one, in groups, teacher-led) and explore new ideas• pose and respond to questions in collaborative discussions and extend learning by elaborating on the remarks of others• draw conclusions based upon knowledge gained from collaborative discussions• summarize text from a variety of formats (e.g., written text, visual media, oral presentations)• adapt speech to a variety of content and tasks (e.g., dramatic reading, poetry, expressing an opinion, reading dialects in stories)• demonstrate command of conventions of standard English capitalization, punctuation, and spelling of grade-appropriate words in daily writing
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	<ul style="list-style-type: none"> • use commas to set off introductory clauses and phrases (e.g., <i>Before going to bed, Jason brushes his teeth</i>), to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, I will have more cake</i>), and to indicate indirect address (e.g., <i>Is that my book, Mary?</i>) • use a variety of sources (e.g., dictionary, glossary, thesaurus), both print and digital, to determine pronunciation and meaning of key words • use the relationships between words to better understand the words (e.g., synonyms, antonyms, homographs)
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OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments	
<ul style="list-style-type: none"> • Journal Writing • Reading Response Entries • Portfolios • Running Records/Anecdotal Notes • Observation • Quizzes • Literature Circles • Graphic Organizers • Timed Writing/Reading Tasks • Literature Response Journals • Whiteboard Assessments • Writer’s Workshop 	<ul style="list-style-type: none"> • Classroom Discussions • Exit Tickets • Performance-based Checklists • Self-assessments/Reflections • Think-Pair-Share/Turn-and-Talk • Rubrics • Do-Nows • Literary Projects • Questioning • Learning/Response Logs • Self-reflections • Teacher Conferences

Summative Assessments
<ul style="list-style-type: none"> • Unit Tests/Projects • State Assessments • District benchmark or interim assessments • Portfolio Assessment

Modifications (ELLs, Special Education, Gifted and Talented)
Suggested / possible modifications <i>for ELL and Special Education</i> :
<ul style="list-style-type: none"> • choral reading • chants, songs • use charts, posters, videos • use a highlighter for key ideas, vocabulary • write helpful hints in margins of copied materials • provide copy of all notes • preferential seating • use manipulatives • use graphic organizers • reinforce vocabulary within the content • assign a picture or movement to vocabulary words • small group instruction

- use print, not cursive
- use books on tape

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Curriculum documents of the following districts were referenced in the development of this curriculum.

Barneget Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt.Pleasant, Berkeley Twp., Manchester Twp., Brick Twp.

Teachers College Reading and Writing Project: <http://tc.readingandwritingproject.com/resources/assessments>

Informational Text Authors: http://en.wikipedia.org/wiki/List_of_children's_non-fiction_writers

Folktales/Legends/Myths: <http://www.americanfolklore.net/>

Native American Myths: <http://www.native-languages.org/legends.htm>

Legends/Myths Around the World: <http://teacher.scholastic.com/writewit/mff/>

PowerPoint Presentations for Writing: <http://languagearts.pppst.com/writing.html>

PowerPoint Presentations for Narrative Writing: <http://writing.pppst.com/narrative.html>

PowerPoint Presentations for Reading Comprehension: <http://reading.pppst.com/readingcomprehension.html>

PowerPoint Presentations for Grammar: <http://languagearts.pppst.com/grammar.html>

PowerPoint Presentations for Expository Writing: <http://writing.pppst.com/expository.html>

Narrative Story Starters: <http://teacher.scholastic.com/activities/storystarters/storystarter1.htm>

Examples of Open-Ended Questions: <http://life.familyeducation.com/communication/family-time/36021.html?page=1&detoured=1>

Updated Bloom's Taxonomy: <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>

All About 6 + 1 Trait Writing: <http://educationnorthwest.org/traits>

Collaborative Learning: <http://serc.carleton.edu/introgeo/cooperative/roles.html>

Portfolio Creation and Assessment:

http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/transition_to_adulthood/portfolios_for_student_growth.html

Portfolio Creation and Implementation: <http://www.teachervision.fen.com/assessment/teaching-methods/20153.html>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit Title: 3

Target Course/Grade Level: Grade 5

Unit Summary

Immerse the students in literature during this unit, with a focus on reading and applying reading strategies to historical fiction pieces and biographies of the teacher’s and student’s choice. The reading can be done in social studies and science, and carry over into the language arts classroom. Writing should take place daily in the form of process writing, journal writing, times writing, and/or informal writing across the content areas during the two month span. This unit focuses on the introduction of speculative writing through the use of prompts in a timed setting. Expository writing should also be continued using the writing process. This unit will focus on compare-and-contrast and problem-solution writing. The teacher may also choose to incorporate other expository writing pieces as they fit into the science and social studies curriculum. Both reading and writing should be integrated and include elements of grammar, spelling, mechanics, traits of writing, the writing process, author studies, genre studies, etc. Instruction should take place in form of whole group instruction in both reading and writing followed by guided reading and writing lessons differentiated to meet the needs of the learners in the classroom. The students will be expected to present an oral report/piece of writing during this unit, but can be presented in any content area. Working portfolios will be maintained throughout the year.

Primary interdisciplinary connections:

https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx

https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx

21st century themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Cluster

Number	Common Core Standard for Mastery
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall

	structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.5.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.5.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.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.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.a	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.
W.5.1.b	b. Provide logically ordered reasons that are supported by facts and details.
W.5.1.c	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).
W.5.1.d	d. Provide a concluding statement or section related to the opinion presented.
W.5.2.a	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 formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
W.5.2.b	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W.5.2.c	c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
W.5.2.d	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.5.2.e	e. Provide a concluding statement or section related to the information or explanation presented.

W.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.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.6	With some guidance and support from 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.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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.
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL.5.1.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1.a	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.
L.5.1.b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.

L.5.2.d	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , 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 a word or phrase.
L.5.4.b	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>).
L.5.4.c	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.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • How does understanding informational text features help a reader better understand its meaning (e.g., captions, headings, bold print)? • How does understanding structure and characteristics of a text impact the reader's comprehension? • What impact does understanding organization have on the writer's ability to convey a message? • What is audience etiquette? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Understanding of a text's features, structures, and characteristics facilitates a reader's ability to make meaning of the text (e.g., headings, bold print, titles, captions). • Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.
Unit Objectives	Unit Objectives
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • and apply grade-level appropriate phonics and word analysis skills in decoding words, command of the conventions of standard English grammar and usage when writing or speaking, and use precise language to explain a topic. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • determine a theme of a story from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic or summarize the text. • the students will examine fiction and nonfiction features and text structure to determine an author's point of view, main ideas and support, similarities and differences in the same genre (Historical

<ul style="list-style-type: none"> • expected rules and behaviors to be a contributing member of the learning community. • the appropriate use of technology to locate information, quote from sources, recall, and restate information to produce published pieces writing, individually and collaboratively. • the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words. • how to use context as a clue to the meaning of a word or phrase. • to adapt speech to a variety of context and tasks. • how to use and spell grade-appropriate words in their daily writing. • to utilize the writing process to evaluate the quality of writing through revision and editing. 	<p>Fiction; Biography).</p> <ul style="list-style-type: none"> • read and comprehend Historical fiction and biographies independently and proficiently analyzing multiple accounts of the same event, noting the similarities and differences in point of view. • read on-level text with purpose and understanding across a variety of genres, both fiction and non-fiction. • write routinely over extended time frames (time for research, reflection, revision), and in specific times frames (a single sitting or a day or two) for a range of discipline-specific tasks, including but not limited to, cause and effect, problem-solution, persuasive writing (expository writing) and speculative writing (prompt driven responses). • compare and contrast the varieties of English (ie. Dialect, accent) used in stories, dramas, and poems. • consult reference materials both print and digital, to find the pronunciation and determine the meaning of key words or phrases. • maintain a working portfolio • use knowledge of English grammar and usage to express ideas effectively. • discuss underlying themes across cultures in various text.
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OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- | | |
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| <ul style="list-style-type: none"> • Journal Writing • Reading Response Entries • Portfolios • Running Records/Anecdotal Notes • Observation • Quizzes • Literature Circles • Graphic Organizers • Timed Writing/Reading Tasks • Literature Response Journals • Whiteboard Assessments • Writer’s Workshop | <ul style="list-style-type: none"> • Classroom Discussions • Exit Tickets • Performance-based Checklists • Self-assessments/Reflections • Think-Pair-Share/Turn-and-Talk • Rubrics • Do-Nows • Literary Projects • Questioning • Learning/Response Logs • Self-reflections • Teacher Conferences |
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Summative Assessments

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- State Assessments
- District benchmark or interim assessments
- Portfolios

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Suggested / possible modifications for *ELL and Special Education*:

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- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
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- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
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- ask "why" and "what if" questions
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Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Curriculum documents of the following districts were referenced in the development of this curriculum. Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt.Pleasant, Berkeley Twp., Manchester Twp., Brick Twp.

Literature-Analyzing Theme: <http://www.learner.org/interactives/literature/read/theme1.html>

ReadWriteThink-Literary Elements Map: <http://www.readwritethink.org/classroom-resources/student-interactives/literary-elements-30011.html>

Teaching With Picture Books: <http://www.squidoo.com/teachingwithpicturebooks>

Exploring Cause and Effect Using Expository Texts About Natural Disasters:

<http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-cause-effect-using-925.html>

Slipping, Sliding, Tumbling: Reinforcing Cause and Effect Through Diamante Poems:

<http://www.readwritethink.org/classroom-resources/lesson-plans/slipping-sliding-tumbling-reinforcing-965.html>

Problem-solution graphic organizer-BASIC:

http://www.readwritethink.org/files/resources/lesson_images/lesson1023/ProblemSolutionHandout.pdf

Historical Fiction:

http://www.readwritethink.org/files/resources/lesson_images/lesson404/HistoricalFictionDefn.pdf

PODCAST-Historical Fiction Book Talks: <http://www.readwritethink.org/parent-afterschool-resources/podcast-episodes/historical-fiction-30735.html>

Historical Fiction Bookmarks:

http://www.readwritethink.org/files/resources/lesson_images/lesson270/bookmark-hist.pdf

Reading Quest-Summarizing: <http://www.readingquest.org/strat/summarize.html>

Summarization Techniques: <http://wvde.state.wv.us/strategybank/summarization.html>

United Streaming: <http://streaming.discoveryeducation.com/>

BrainPop.com: <http://www.brainpop.com/>

Interactive Language Arts Websites: <http://ic-schools.net/tutorials/interact-la.htm>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Teacher Notes:

Teacher Notes:

LAL Common Core Standards: <http://www.corestandards.org/the-standards/english-language-arts-standards>

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit Title: 4

Target Course/Grade Level: Grade 5

Unit Summary

Immerse the students in literature during this unit, with a focus on reading and applying reading strategies to informational text and folktales, legends, and myths of the teacher's and students' choice. Both reading and writing should be integrated throughout the portfolio process to include all the elements of the NJRHS Rubric, author studies, genre studies, science, social studies, etc. Integration of science and social studies topics is highly encouraged. This unit also focuses on the introduction of constructed response writing. Speculative writing should be continued using the writing process and timed writing prompts.

Primary interdisciplinary connections:

https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx

https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx

<http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>

<http://www.nj.gov/education/aps/cccs/chpe/horizontalPreK.pdf>

21st century themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Cluster

Number	Common Core Standard for Mastery
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.7	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.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
RI.5.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
RI.5.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
RI.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.
RI.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.
RI.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).
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.c	c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).
W.5.1.d	d. Provide a concluding statement or section related to the opinion presented.
W.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.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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.
W.5.9.b	b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL.5.1.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles

SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , 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 a word or phrase.
L.5.4.b	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>).
L.5.4.c	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.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does understanding a text’s features, structures, and characteristics facilitate meaning in non-fiction? • How do readers construct meaning from text in fictional works? • How does using word attack skills in decoding support comprehension? • How do metaphors and similes help a reader determine the meaning of words and phrases as they are used in a text? • What are the components of speculative writing? • How does organization and the development of complete thoughts effectively communicate the writer’s ideas and facilitate 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • understanding of a text’s features, structures, and characteristics facilitates a reader’s ability to make meaning of the text. • good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful. • good writing effectively informs, engages, and influences the audience • communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas. • understanding the difference between hearing and listening are keys to audience etiquette.

<p>understanding?</p> <ul style="list-style-type: none"> • What is audience etiquette? 	
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • folktales, legends and myths have varying themes, cultural influences, and text structure. • that one way to develop a deeper meaning of a folktale, legend, or myth’s characters, plot, or theme, they must be able to make inferences based on the text of the story. • to ask questions, summarize, paraphrase, or quote accurately information given in an informational text to comprehend the text read in order to answer questions or solve problems. • how to respond appropriately to answer various writing prompts. • how to draw information from various text in order to answer essential or open-ended questions. • that the components of any story (including novels) include characters (characterization), conflict, theme, setting, dialogue, and plot. and that coherence, clarity, and comprehension hold a story together. • how to use a working portfolio to enhance their learning experiences and help them self reflect on their learning. • How to spell grade appropriate words in their daily writing. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • summarize written text read aloud or information presented in diverse media and formats including visually, quantitatively, and orally. • use various informational texts in order to gain knowledge of text features authors use in this genre. • quote accurately from a text when explaining and when drawing inferences from the text. • ask and answer such questions as to who, what, where, when, why, and how to demonstrate understanding of key details in an informational text, and will 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. • compare and contrast two or more folktales, legends, or myths for common themes, cultural influences, and text structure. • develop an appreciation for multiculturalism through reading various folktales, legends, and myths. • use folktales, legends and myths to draw inferences from the text in order to develop a deeper understanding of the characters, plot, and theme. • determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • use a variety of word attack skills such as letter-sound correspondences, syllabication patterns and morphology, including grade-level phonics and word analysis skills in decoding to support comprehension. • apply grade 5 Reading standards to informational texts. • use metaphors and similes to determine the meaning of words and phrases as they are used in a text. • recognize the need to adapt speech and the written word to a variety of contexts and tasks. • write routinely over extended time frames, shorter time frames, and in a variety of formats for a range of discipline-specific tasks, purposes, and audiences. • use a variety of reference materials in order to answer a set of essential questions determined by the teacher. • write a variety of speculative pieces (e.g. fantasy, science fiction, supernatural or superhero fiction) based on a given writing prompt. • write speculative stories that include the following components of speculative stories: characters (characterization), conflict, theme, setting, dialogue, and plot.

- write speculative stories that demonstrate coherence, clarity, and comprehension.
- use the components of 6 Plus 1 Traits, (e.g. ideas, organization, word choice, sentence fluency, conventions, and presentation) when writing.
- use knowledge of grade 5 English grammar and usage to express ideas effectively.
- use correct spelling of grade appropriate words.
- demonstrate an understanding of figurative language, word relationships, and nuances in word meanings and will use the relationship between particular words to better understand each word.
- summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- draw evidence from literary or informational text, and will use a structured format to answer open-ended questions. (eg. RARE restate the question, answer the question, reasons, exact quotes or examples; ADDI answer, detail, detail, insight, or RACE restate, answer, cite, explain ROPPE read, opinion, prove it prove it, evaluate.)
- respond appropriately to various writing prompts given. (eg. expository, descriptive, poem, picture prompt, speculative, persuasive, or RAFTS role, audience, format, topic, strong verb).
- maintain a working portfolio of all student work.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- | | |
|--|--|
| <ul style="list-style-type: none"> • Journal Writing • Reading Response Entries • Portfolios • Running Records/Anecdotal Notes • Observation • Quizzes • Literature Circles • Graphic Organizers • Timed Writing/Reading Tasks • Literature Response Journals • Whiteboard Assessments • Writer’s Workshop | <ul style="list-style-type: none"> • Classroom Discussions • Exit Tickets • Performance-based Checklists • Self-assessments/Reflections • Think-Pair-Share/Turn-and-Talk • Rubrics • Do-Nows • Literary Projects • Questioning • Learning/Response Logs • Self-reflections • Teacher Conferences |
|--|--|

Summative Assessments

- Unit Tests/Projects
- State Assessments
- District benchmark or interim assessments
- Portfolios

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials / Equipment Needed Teacher Resources:

Curriculum documents of the following districts were referenced in the development of this curriculum. Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt.Pleasant, Berkeley Twp., Manchester Twp., Brick Twp.

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Good Writing: <http://www2.scholastic.com/browse/lessonplan.jsp?id=224>

Speculative Writing:

http://www.state.nj.us/counties/cumberland/0610/schools/stockton_mait/Teacher_Web_Pages/Mait%20Final/teacherplans.html

Essential Questions: http://teachers.spart5.k12.sc.us/dobbinsj/essential_questions.htm

Persuasive Writing Learning Map: <http://publish.learningfocused.com/998374>

Colonial Life Integration: <http://www.history.org/history/teaching/dayinthelife/DayintheLife.cfm>

Boston Massacre Integration: <http://www.mission-us.org/>

Spelling Lists 5th Grade: <http://www.homespellingwords.com/5th-Grade-Spelling-Words.htm>

Spelling Lists 6th Grade: <http://www.homespellingwords.com/6th-Grade-Spelling-Words.htm>

NJ Holistic Writing Rubric: http://www.state.nj.us/education/njpep/assessment/njask_lal/Overview_njask_lal.pdf
(rubric is on page 13 of document)

Folktales, Legends, and Myths:

<http://www.mythweb.com/>

<http://ethemes.missouri.edu/themes/1755?locale=en>

<http://www.mikids.com/FolkFairyTales.htm>

<http://www.planetozkids.com/oban/legends.htm>

<http://www.pitara.com/talespin/folktales.asp>

Layered Curriculum Resources:

<http://help4teachers.com/>

<http://help4teachers.com/ShilohFigurativeLanguage.htm>

<http://help4teachers.com/chocolatefactory.htm>

<http://help4teachers.com/PaulNonfiction.htm>

<http://help4teachers.com/ShilohPartsOfNonfiction.htm>

<http://help4teachers.com/debbiebudnotbuddy.html>

<http://help4teachers.com/ChanRedbird.htm>

<http://help4teachers.com/LionWitch.htm>

<http://help4teachers.com/immigrant.htm>

<http://help4teachers.com/BillNativeAmericanMigrationsandAdaptation.htm>

<http://help4teachers.com/Steve5thGradeCommArts.htm>

<http://help4teachers.com/StephanieBiomes.htm>

<http://help4teachers.com/ShonnaCells.htm>

<http://help4teachers.com/AmandaUnstoppableUniverse.htm>

Teacher Notes:

Go to <http://commoncore.org/> for exemplars for language arts.

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
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 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
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- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

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2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit Title: 5

Target Course/Grade Level: Grade 5

Unit Summary

Immerse the students in literature and informational text during this unit, with a focus on the distinct features, forms, and variety of poetry and drama. Students apply knowledge of the story elements, creative writing, and inferential skills to engage these texts. In addition, students will study persuasive writing in a variety of formats and apply these techniques in their own writing. Students will read a variety of authentic literature and informational texts based on student interests, teacher need, and the content of the social studies and science curriculum to support persuasive and poetry writing skill development. Reading and writing should be integrated on a daily basis.

Primary interdisciplinary connections:

https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx

https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx

21st century themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see NJ World Class Standards Introductions at www.njcccs.org.

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets

Cluster

Number	Common Core Standard for Mastery
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7	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.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .

RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1.a	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.
W.5.1.b	b. Provide logically ordered reasons that are supported by facts and details.
W.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.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
W.5.6	With some guidance and support from 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.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.5.8	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.
W.5.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> 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]”).
W.5.10	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 discipline-specific tasks, purposes, and audiences.
SL.5.1.a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under

	discussion.
SL.5.1.b	b. Follow agreed-upon rules for discussions and carry out assigned roles
SL.5.1.c	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.d	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1.e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3.a	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , 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 a word or phrase.
L.5.4.b	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>).
L.5.4.c	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.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • Why do readers need to pay attention to a writer’s choice of words? • How does the structure of language convey meaning? • How can persuasive writing be crafted so it motivates and influences a reaction for its audience? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Readers use language structure and context clues to identify the intended meaning of words and phrases as they’re used in text. • Words powerfully affect meaning. • Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.

Unit Objectives*Students will know...**(for persuasive writing)*

- how to read and apply scoring criteria of relevant rubrics and apply these elements during the writing process to evaluate and improve writing.
- how to write for an extended period of time.
- how to apply the writing process to a variety of genres, including persuasive and poetic writing, e.g. 6 Traits + 1.
- how to spell grade-appropriate words in their daily writing.

*Students will know...**(for poetic writing)*

- how to read and apply scoring criteria of relevant rubrics and apply these elements during the writing process to evaluate and improve writing.
- how to write for an extended period of time.
- how to apply the writing process to a variety of genres, including persuasive and poetic writing, e.g. 6 Traits + 1.
- how to spell grade-appropriate words in their daily writing.

Unit Objectives*Students will be able to...**(for persuasive writing)*

- write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based)
- gather, select, and organize information appropriate to a topic, task, and audience.
- use a variety of strategies (e.g., note-taking, outlining, making charts, developing a graphic organizer) to collect and record information.
- use multiple resources (see above) to explain ideas or thoughts .
- use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.
- organize paragraphs using topic sentences.
- use details, examples, and reasons to support central ideas or clarify a point of view.
- revise drafts by rereading for meaning, narrowing focus, and elaborating with details.
- make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details to convey a particular idea or mood, and justify the choices made.
- use a variety of reference materials to revise work.
- edit writing for the use of Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
- use increasingly complex sentence structure and syntax to express ideas.
- use computer writing applications during the writing process.
- develop a collection of writings (e.g., a literacy folder, a literacy portfolio).
- reflect on own writing, noting strengths and setting goals for improvement.

*Students will be able to...**(for poetic writing)*

- Review scoring criteria of relevant rubrics and apply these elements during the writing process to evaluate and improve writing
- Generate possible ideas for writing through listening, talking, recalling experiences, hearing stories, and reading while discussing models of writing, asking questions, and brainstorming.
- Choose words specifically to convey a particular idea or mood, including the intentional use of figurative language.
- Demonstrate the development of a personal style and voice in writing.
- sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately

<p><i>Students will know...</i> <i>(for reading poetry and drama)</i></p> <ul style="list-style-type: none"> • and recognize a variety of grade-appropriate poem structures. • how to develop meaning from drawn inferences and figurative language • how to analyze story elements and support analysis with references to the text 	<ul style="list-style-type: none"> • use a variety of reference materials to revise work, particularly a thesaurus. • edit writing for the use of Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. • use increasingly complex sentence structure and syntax to express ideas. • produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience. • reflect on own writing, noting strengths and setting goals for improvement • maintain a collection of writings (e.g., a literacy folder, a literacy portfolio). <p><i>Students will be able to...</i> <i>(for reading poetry and drama)</i></p> <ul style="list-style-type: none"> • survey and explain text features and structure that contribute to comprehension. • vary reading strategies according to their purpose for reading and the nature of the text. • develop an awareness of form, structure, and author’s voice in various genres, particularly poetry and drama. • identify and respond to the elements of sound and structure in poetry. • identify the structures in drama. • identify author’s purpose, views, and beliefs. • anticipate and construct meaning from text by making conscious connections to self, an author, and others. • recognize literary elements in stories, including setting, characters, plot, and mood. • recognize figurative language in text (e.g. simile, metaphor, personification, alliteration). • infer specific word meanings in the context of reading passages. • recognize and identify antonyms, synonyms, homophones, and homographs • use grade-level appropriate resources such as a dictionary or thesaurus in order to independently define unknown words. • read regularly in materials appropriate for their independent reading level. • interpret idiomatic expressions. • develop and expand vocabulary using word attack strategies and context clues. • read aloud in ways that reflect understanding of proper phrasing and intonation. • apply self-correcting strategies to decode and gain meaning from print both, orally and silently. • support text analysis including inferences with quotes from the text.
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<p><i>Students will know...</i> (for listening and speaking)</p> <ul style="list-style-type: none"> • how to listen to and respond to others. 	<p><i>Students will be able to...</i> (for listening and speaking)</p> <ul style="list-style-type: none"> • make inferences based on an oral report or presentation • accept others' opinions and respond appropriately • engage in collaborative discussions and extend learning by posing new ideas. • listen to determine a speaker's purpose, attitude, and perspective
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OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Journal Writing • Reading Response Entries • Portfolios • Running Records/Anecdotal Notes • Observation • Quizzes • Literature Circles • Graphic Organizers • Timed Writing/Reading Tasks • Literature Response Journals • Whiteboard Assessments • Writer's Workshop • Classroom Discussions • Exit Tickets • Performance-based Checklists • Self-assessments/Reflections • Think-Pair-Share/Turn-and-Talk • Rubrics • Do-Nows • Literary Projects • Questioning • Learning/Response Logs • Self-reflections • Teacher Conferences 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Unit Tests/Projects • State Assessments • District benchmark or interim assessments • Portfolios 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <p>Suggested / possible modifications for <i>ELL and Special Education</i>:</p> <ul style="list-style-type: none"> • choral reading • chants, songs • use charts, posters, videos • use a highlighter for key ideas, vocabulary • write helpful hints in margins of copied materials • provide copy of all notes • preferential seating • use manipulatives • use graphic organizers • reinforce vocabulary within the content • assign a picture or movement to vocabulary words 	

- small group instruction
- use print, not cursive
- use books on tape

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Curriculum documents of the following districts were referenced in the development of this curriculum. Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt.Pleasant, Berkeley Twp., Manchester Twp., Brick Twp.

Persuasive Writing

Cornerstone text samples

http://www.timeforkids.com/TFK/media/hh/pdfs/samplepapers/persuasive_sample.pdf

http://www.eslbee.com/persuasion_essays_models.htm > written by students

http://library.thinkquest.org/J001156/forms%20of%20writing/em_persuasive.htm

Persuasive Writing Process

<http://www.readwritethink.org/classroom-resources/lesson-plans/convince-developing-persuasive-writing-56.html?tab=4#tabs> introduction group activity

<http://www.writingfix.com/genres/persuasive.htm> > 3 distinct lessons integrated with 6-Traits +1

<http://teacher.scholastic.com/activities/writing/minilessons.asp?topic=Persuasive> > can be used as a whole-class lesson, or a self-paced re-teach tool

Teacher Support

<http://www2.asd.wednet.edu/Pioneer/barnard/wri/per.htm>

<http://www.copyblogger.com/persuasive-writing/>

http://library.thinkquest.org/J001156/forms%20of%20writing/em_persuasive.htm > a variety of writing samples across several writing genres

Reading Drama

Cornerstone text samples

<http://www.filmscriptwriting.com/samplescripts.html> > a wide variety of sample scripts from popular movies

http://teacher.scholastic.com/lessonrepro/results/index.asp?SubjectID=1&SubheadID=3&TopicID=20&Grade_Value = > a variety of short plays that introduce students to the genre and are integrated with other language arts/literacy, science, and social studies topics

<http://teacher.scholastic.com/lessonrepro/results/view.asp?SubjectID=1&SubheadID=3&TopicID=20&GradeID=&PageURL=%2Flessonrepro%2Freproducibles%2Fprofbooks%2Fchestnutplay%2Epdf> > Civil War-specific play with simple character directions

Teacher Support

<http://www.unc.edu/depts/wcweb/handouts/drama.html> > an overview for teachers who need a quick tutorial
<http://www.childdrama.com/lessons.html> > a variety of drama lessons, including cross-curricular lessons

Poetry Reading & Writing

<http://sms.iwcs.k12.va.us/iprojectpoetry/iprojectpoetry.html>

<http://www.theteacherscorner.net/lesson-plans/writing/poetry/index.php>

<http://www.kathimitchell.com/poemtypes.html> > a variety of poem types explained

http://www.tooter4kids.com/forms_of_poetry.htm > another site that explains a variety of poem types

http://www.kristinegeorge.com/poetry_aloud.html

<http://ofkells.blogspot.com/2008/04/30-writing-prompts-for-national-poetry.html>

<http://www.writingforward.com/category/writing-prompts-3/poetry-prompts>

Reading Comprehension Strategies: http://www.liketoread.com/reading_strategies.php

Teacher Notes:

- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to [infer \(and predict\)](#) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to [discriminate what is important from what is not](#). Children will be able to use this information to [determine main ideas and themes](#) of texts.
9. Students will stop often while reading to [synthesize](#) the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.