Grade 5 Language Arts Course Overview Copied from: Language Arts, Copied on: 08/31/22

Content Area: **English/Language Arts**
Course(s): **ILA-READING-5, ILA-WRITING-5**
Time Period: **Full Year Course**
Length: **Full Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS
East Brunswick New Jersey

Superintendent of Schools
Dr. Victor P. Valeski

ENGLISH/LANGUAGE ARTS
Grade 5
Course No. 4005 (Reading)
Course No: 4015 (Writing)

BOARD OF EDUCATION

Course Adoption: 04/21/1986
Curriculum Adoption: 12/01/1999
Date of Last Revision Adoption: 09/01/2021

Course Overview

Grade 5 Balanced Literacy Curriculum

The Grade 5 Balanced Literacy Program is primarily implemented through the Reading and Writing Workshop Model. Typically, each "workshop" begins with a mini-lesson during which the teacher models a particular reading or writing strategy. Students have an opportunity to discuss, ask questions, and try the strategy, often by turning and talking with a partner as the teacher listens in. Following the mini-lesson students read or write independently for an extended period during which time the teacher observes, confers, and/or works with small groups of students with similar needs. At the culmination of the workshop session, selected students share their strategies and work with the class.

Direc Instruction in phonics, vocabulary, and word study is an important part of any Balanced Literacy Program. What is explicitly taught is carried into both the Reading and Writing Workshops.

Components of A Balanced Literacy Program

Word Study

Word study is an effective alternative to traditional spelling instruction that provides explicit instruction in phonics, spelling, word recognition, and vocabulary. Word study is differentiated for each student using his or her invented spellings as a guide. The scope and sequence of word study instruction is based on extensive research that tells us students' progress through sequential developmental stages of word knowledge as they become fully literate. Word study involves examining sound, pattern, and meaning of words. Students compare and contrast features in words in word sorting activities.

Reading Workshop

Mini Lesson (8-10 minutes): A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and modeling of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- Connection - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn…"
- Teach - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- Active Involvement - Students "have a go;" this is the time for students to practice the work the teacher just taught them.
- Link -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent reading; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent reading.

Independent Reading (30 minutes): During this time the teacher confers with individual students, takes conference notes on each child and meets with a guided and/or strategy group(s).

- Guided Reading - Teacher may meet with one to two guided reading groups each day. Guided reading groups consist of no more than six students on the same instructional reading level. Guided reading groups are flexible, constantly changing as the students' reading levels change.
- Strategy Group - Strategy groups are established based on who needs instruction on specific skills rather than level. Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- Mid-Workshop Interruption - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation,

address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus; it is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

Partner Reading: Students will talk with their partner about the books they are reading. Teachers facilitate the pairing of students in several different ways (same reading levels, below benchmark student with meeting or exceeding grade level student, meeting with exceeding, below grade level with approaching, etc.); what works in one classroom does not always work in another. Partnerships participate in discussions to strengthen their use of reading strategies and their understanding of the text.

Share (3-5 minutes): Students and teacher return to meeting area to reinforce expectations and good reading habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice and/or partner work.

Writing Workshop

Mini Lesson (8-10 minutes): A mini-lesson focuses on a specific concept. A typical mini-lesson includes a direct statement and model of the concept by the teacher, followed by a class discussion and execution of the concept taught.

- Connection - Teacher states the teaching point simply, clearly, and explicitly. He/she cues students so they get ready for the teaching point by using language such as, "Today, I am going to teach you..." or "Today you will learn…"
- Teach - Teacher models/explains/gives examples of the skill, strategy, or behavior she/he wants students to learn.
- Active Involvement - Students "have a go;" this is the time for students to try out the work the teacher just taught them.
- Link -Teacher ends the mini-lesson by linking the lesson to the work students will do during independent writing; linking is where the teacher reiterates his/her teaching point and directs the students to the work they will be doing during independent writing.

Independent Writing (20-30 minutes): During this time the teacher confers with individual students, takes conference notes and meets with a strategy group(s).

- Strategy Group - Strategy groups are flexible and always changing based on students' needs. They should have no more than six students.
- Mid-Workshop Interruption - An intentional announcement used to communicate a brief pointer, reminder, or compliment halfway through independent practice. While students are working on an independent task, the teacher makes a brief interruption using a signal that gains everyone's attention (e.g. a bell, a patterned clap). Once everyone is attending, the teacher uses the moment to reinforce a teaching point, share an observation, address a misconception, or highlight an exemplar. Afterward, the teacher uses another signal to return students' attention back to their independent tasks. Giving a planned Mid-Workshop Interruption increases students' ability to maintain focus on a challenging task by allowing the brain to refresh and refocus, and is an opportunity to provide a framework for how students can continue working diligently for the remainder of the workshop.

Partner Writing (10 minutes): Students will talk with their partners about their writing. Teachers facilitate the pairing of students based on student needs and skill level; what works in one classroom does not always work in another. Partnerships share their independent writing, ask each other questions and offer one another suggestions to help improve each other's work. Writing partnerships should be long term.

Share (3-5 minutes): Students and teacher return to meeting area to reinforce expectations and good writing habits. Teacher will choose several student/partnership exemplars to share what they did during independent practice.

Instructional Strategies

Shared Reading: Shared reading is an important component as it serves as the time for the teacher to model the active reading strategies (thinking/picturing aloud). This time can serve as an additional opportunity to model print strategies in an authentic setting. A shared reading text is one that can be seen by all students. This is also a time to teach vocabulary within the context of the book.

Close Reading: Reading a shorter text multiple times to uncover layers of meaning that lead to deep comprehension. This is another opportunity to teach vocabulary within the context of the book. This can be accomplished using the following types of text:

- Newspaper/magazine/current events article(s) like Time for Kids, Newsela, ReadWorks, etc.
- Web page excerpt on projector
- Poem
- Song
- Short Stories

Interactive Read Aloud: Reading aloud, one of the most important things teachers (and parents) can do. Reading aloud serves many purposes:

- Provides and promotes enjoyment and bonding
- A model for fluency, expression, and intonation
- Model active reading strategies (predict and infer, connect, visualize/envision, clarify, react, question, evaluate, summarize) to increase comprehension and enjoyment
- Encourage and scaffold conversation surrounding a text
- Reinforce the importance of story elements and story structure
- Increase listening and speaking skills

Use of Mentor Texts: as per the National Writing Project, Mentor Texts are pieces of literature that both teacher and student can return to and reread for many different purposes. They are texts to be studied and imitated. Mentor texts help students take risks and become different writers tomorrow than they are today. They help them try out new strategies and formats. They should be books that students can relate to and can even read independently *or* with some support. A mentor text doesn't have to be in the form of a book; a mentor text might be a poem, a newspaper article, song lyrics, comic strips, technical manuals, essays, etc.

Link to Scope and Sequence Documents for Grade 5

Modifications

Each teacher, student, and classroom is unique and adaptations are specific to each situation. Differentiating instruction and providing multiples ways to assess allows more flexibility for students to meet the standards and requirements of the grade level. Below are samples of the types of modifications and accommodations that may occur for students based on need. This includes English Language Learners, students with a 504 plan, students with an IEP, basic skills students, and gifted and talented students.

Input	Output	Time
Adapt the way instruction is delivered to the learner.	Adapt how the learner can respond to instruction.	Adapt the time allotted and allowed for learning, task

For example: - Use different and additional visual aids. - Plan more concrete and familiar examples. - Provide hands-on activities. - Please students in partnership or cooperative group.	For example: - Allow a verbal response instead of written. - Utilize software for voice to text. - Use a communication book for students.	completion, or testing. For example: - Individualize a timeline for completing a task. - Pace learning differently (increase or decrease (for some learners) - Provide opportunities for brain breaks during a block of work.
Difficulty Adapt the skill level, problem type, or the rules on how the learner may approach work. For example: - Simplify task directions. - Break tasks into smaller parts.	**Level of Support** Increase the amount of personal assistance with specific learner. For example: - Assign peer buddies or cross-age tutors. - Confer with student one-on-one or pull them in additional small groups.	**Size** Adapt the number of items that the learner is expected to learn or complete. For example: - Reduce the number of post-its a student needs to complete in response to their independent reading. - Modify the amount of pages a student is expected to read or the amount of lines/pages a student is asked to write.
Degree of Participation Adapt the extent to which a learner is actively involved in the task. For example: - Allow for one-on-one or small group conferring to demonstrate understanding, rather than presentations to the whole class.	**Alternate Goals** Adapt the goals or outcome expectations while using the same material. For example: - Students in the same class are expected to either write 5 paragraphs, 3 paragraphs, or one paragraph. Other students may meet with the teacher to provide a verbal response. - Students are expected to read different books and different amounts of a common text. - Students are expected to	**Substitute Curriculum** Provide differentiated instruction and materials to meet a learner's individual goals. For example: - provide alternative text, anchor chart, or activities based on student readiness levels. - Use of Learning Ally or iReady instruction.

	participate based on a personal goal that may differ from general class expectations.	

Textbooks and Other Resources

Units of Study for Teaching Reading Grade 5, Lucy Calkins with Colleagues from the Reading and Writing Project, 2015

Units of Study for Teaching Writing Grade 5, Lucy Calkins with Colleagues from the Reading and Writing Project, 2013

The Fountas & Pinnell Literacy Continuum, Irene Fountas and Gay Su Pinnell, 2017

The Reading Strategies Book, Jennifer Serravallo, 2015

The Writing Strategies Book, Jennifer Serravallo, 2017

Notice & Note: Strategies for Close Reading, Kylene Beers and Robert E. Probst, 2013

Reading Nonfiction: Notice and Note Stances, Sign Posts, and Strategies, 2016

Words Their Way, Invernizzi, Johnston, Bear, and Templeton

Newsela

ReadWorks

Suggested Read Alouds and Mentor Texts

Read Aloud

Up the Ladder Reading: Fiction

- *The Year of the Dog* by Grace Lin
- *Save Me a* Seat by Sarah Weeks

Tackling Complexity: Moving Up the Levels of Nonfiction

- *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca Johnson
- *Alien Deep: Revealing the Mysterious Living World at the Bottom of the* Ocean by Bradley Hague

Interpretation Book Clubs

- *Home of the* Brave by Katherine Applegate
- *Four Feet, Two* Sandals by Karen Lynn Williams and Khadra Mohammed

Argument and Advocacy

- "A School Fight Over Chocolate Milk" by Kim Severson
- "Should Schools Offer Chocolate Milk?"

Reading in the Content Area: Civil Rights Movement

- *Child of the Civil Rights Movement* by Paula Young Shelton
- *Little Rock Girl 1957: How a Photograph Changed the Fight for* Integration by Shelley Tougas
- *The Civil Rights Movement: Then and Now* by Dan Elish

Fantasy Book Clubs

- *The Thief of Always* by Clive Barker
- *Flora and* Ulysses by Katherine Applegate
- *The Paperbag Princess* by Robert Munsch
- *Mufaro's Beautiful* Daughters by John Steptoe

Content Specific Standards

LA.RL.5	Reading Literature Text
LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.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).
LA.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.
LA.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.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.8	(Not applicable to literature)
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5	Reading Informational Text
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
LA.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.
LA.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
LA.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.
LA.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).
LA.RI.5.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5	Reading Foundation Skills
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.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.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.5	Writing
LA.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
LA.W.5.2.A	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.
LA.W.5.2.B	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
LA.W.5.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.5.2.E	Provide a conclusion related to the information of explanation presented.
LA.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
LA.W.5.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.5.3.B	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
LA.W.5.3.C	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
LA.W.5.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.5.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.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.)
LA.W.5.6	With some guidance and support from adults and peers, 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.
LA.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
LA.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.
LA.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.5.9.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]").
LA.W.5.9.B	Apply grade 5 Reading standards 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]").
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.SL.5	Speaking and Listening
LA.SL.5.1	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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and

	knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.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.
LA.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.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5	Language
LA.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.5.1.A	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
LA.L.5.1.B	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
LA.L.5.1.C	Use verb tense to convey various times, sequences, states, and conditions.
LA.L.5.1.D	Recognize and correct inappropriate shifts in verb tense.
LA.L.5.1.E	Use correlative conjunctions (e.g., either/or, neither/nor).
LA.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.5.2.A	Use punctuation to separate items in a series.
LA.L.5.2.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?).
LA.L.5.2.D	Use underlining, quotation marks, or italics to indicate titles of works.
LA.L.5.2.E	Spell grade-appropriate words correctly, consulting references as needed.
LA.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.5.3.A	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
LA.L.5.3.B	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
LA.L.5.4	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.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.4.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.
LA.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Interdisciplinary Standards

SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
SCI.5.LS2.A	Interdependent Relationships in Ecosystems
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Grading and Evaluation Guidelines

Assessment:

Summative: Usually takes place at the end of a large chunk of learning and students/parents/teachers can use the results to see where the students performance lies compared to either a standard or a group of students.

Running Records: Running Records are used to determine students' independent, instructional and frustration reading levels. During the administration of a Running Record, a teacher records the student's reading behaviors, miscues, retelling and answers to comprehension questions, as he/she reads a leveled book. Students' oral reading rate (fluency) – words per minute is also determined via a Running Record. The books are leveled along a gradient from Level A (easiest) to Level Z (hardest).

Independent Reading Assessment: Assesses what students can do independently. Pinpoints students' comprehension during sustained reading of whole literary and informational texts.

On Demand Writing (WOD): On demand pre-assessments should be done before each unit in order to best assess students' ability within each genre. On demand post-assessments should also be done at the conclusion of each unit in order to show student growth. The on demand writing will be graded using a genre specific rubric based on the Writing Learning Progression. Prompts direct students to compose the best piece of writing they can - narrative, information, or opinion - in a fixed period of time.

Formative: Considered to be the most powerful type of assessment, the results are used to modify and validate instruction. Students receive immediate feedback. Teachers guide students as they monitor their progress and set new learning goals. Examples of formative assessments used during Reading and Writing Workshop include:

- Observations during mini lesson, small groups, and partner work.
- Conferences (anecdotal notes)
- Notes from strategy groups and book clubs.
- Interactive class discussion
- Exit Slips
- Reading responses

Other Details

Language Arts: Grade 5

SCED Number: 51045

Course Number: 4005 (Reading)

Course Number: 4015 (Writing)

Schools: All Elementary (Bowne-Munro, Central, Chittick, Frost, Irwin, Lawrence Brook, Memorial, Warnsdorfer)

Minutes Per Week: 600

Course Duration: Full Year

21st Century Life and Career Ready Practice Standards

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Technology Standards

TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include

graphics, symbols and/or pictures.

TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.