

Grade 5 ELA Curricular Framework

UNIT 1

Text Types: Literary and Informational
 Writing Genres: Opinion and Research Writing, Routine Writing
 Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November**

READING

Critical Knowledge and Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

RL.5.1/RI.5.1

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text

RL.5.2

- Identify the key details in a text
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Identify the theme of the text
- Determine central message or theme

RI.5.2

- Summarize the key points of a text
- Identify details to support the main idea
- Identify at least two main ideas in informational texts
- Explain how the author supports main ideas in informational text with key details

RL.5.4/RI.5.4

WRITING

Critical Knowledge & Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

W.5.1.A, B, C, D

- Distinguish fact from opinions
- Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
- Group supporting details to support the writer's purpose
- Introduce a topic or text clearly
- State an opinion to be supported with evidence
- Write a thesis statement to focus the writing
- Organize ideas into a specific structure in which ideas are logically grouped to support the writer's purpose
- Logically order reasons that are supported by facts and details
- Quote directly from text when appropriate
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a conclusion or section related to the opinion presented

W.5.4

- Produce writing that is clear and understandable to the reader
- Unpack writing tasks (type of writing assignment)
- Unpack writing purpose (the writer's designated reason for writing)

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- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader

RL.5.6

- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text

RI.5.6

- Discuss the similarities and differences unique to the various perspectives presented in text
- Give descriptions about how the information is presented for each perspective

RF.5.3.A

- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words

RF.5.4.A, B, C

- Use various strategies to understand text and read with purpose
- Accurately read grade-level poetry and prose aloud
- Use an appropriate rate and expression when reading aloud
- Use various strategies to support word recognition and understanding
- Reread texts when appropriate to support increased accuracy, fluency, and comprehension

- Focus the organization and development of a topic to reflect the task and purpose

W.5.5

- Practice revising and editing skills
- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

W.5.6

- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills

W.5.7

- Research a topic through investigation of the topic
- Explore a topic in greater detail by developing a research question that helps bring focus to the topic
- Gather information from multiple sources to support a topic
- Select relevant information from texts to support main ideas or claims
- Group like ideas to organize writing

W.5.10

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

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<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized</i> - spiraling skills throughout units *Bold - Focus skills of this unit</p>
<p>L.5.1.A, B</p> <ul style="list-style-type: none">● Define conjunctions, prepositions, and interjections● Identify conjunctions, prepositions, and interjections in sentences● Explain the purpose of conjunctions, prepositions, and interjections in sentences● Identify the tense of verbs● Identify perfect verb tenses in writing● Conjugate verbs using the perfect verb tenses <p>L.5.2.A, E</p> <ul style="list-style-type: none">● Define and identify items in a series● Separate items in a series using appropriate punctuation● Spell grade-appropriate words correctly● Use references as needed to aid in spelling <p>L.5.4.A, C</p> <ul style="list-style-type: none">● Decipher the meanings of words and phrases by using sentence context● Identify the purpose and use of glossaries and dictionaries● Determine the structure of glossaries and dictionaries● Use both print and digital glossaries and dictionaries to define and clarify words <p>L.5.6</p> <ul style="list-style-type: none">● Use 5th grade vocabulary fluently when discussing academic or domain-specific topics● Choose the most accurate word when describing contrast, addition, or other relationships● Choose the most accurate word when discussing a particular topic● Use knowledge of conjunctions to broaden vocabulary	<p>SL.5.1A,B,C,D</p> <ul style="list-style-type: none">● Use previous knowledge to expand discussions about a topic● Engage in conversations about grade-appropriate topics and texts● Participate in a variety of rich, structured conversations● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) <p>SL.5.6</p> <ul style="list-style-type: none">● Speak for a variety of purposes● Distinguish between formal and informal discourse● Adapt speech to a variety of contexts and tasks

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ASSESSMENT & RESOURCES	TECHNOLOGY INTEGRATION
<p>ASSESSMENTS</p> <ul style="list-style-type: none">• Writing Benchmark I• Measuring Up Reading Benchmark• Fountas & Pinnell Benchmark Reading Assessment• <i>Wonders</i> Assessments• Teacher created, standards based assessments <p>RESOURCES</p> <ul style="list-style-type: none">• <i>Lucy Calkins Writing Workshop</i>• <i>Lucy Calkins Reading Workshop</i>• <i>Wonders</i>• <i>Rules</i>• <i>Frindle</i>• <i>Loser</i>• <i>Wonder</i>• <i>Lemonade War</i>• <i>Esperanza Rising</i>• <i>Maniac Magee</i>• <i>Fighting Ground</i>• <i>Number the Stars</i>• <i>Hatchet</i>• <i>Walk Two Moons</i>• <i>One and Only Ivan</i>• <i>Out of My Mind</i>• <i>Home of the Brave</i>• <i>Thief of Always</i>• <i>Stink: The Incredible Shrinking Kid</i>• <i>Holes</i> <p>The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:</p> <p>The Amistad Commission's Literacy Components for Primary Grades</p>	<p>STANDARDS</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p> <p>8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.</p> <p>8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.</p> <p>8.1.5.A.5 Create and use a database to answer basic questions.</p> <p>8.1.5.D.1 Understand the need for and use of copyrights.</p> <p>8.1.5.D.2 Analyze the resource citations in online materials for proper use.</p> <p>8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.</p> <p>8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.</p>

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The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)
[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\)](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.

VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

HPE 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

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HPE 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments

HPE 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

HPE 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.

HPE 2.6.6.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity

HPE 2.6.6.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness

[21st Century Skills: Career Ready Practice Standards:](#)

CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

theme, main idea, point of view, fact/opinion, inference, figurative/academic/domain-specific language, conjunction, interjection, preposition

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 4-5* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is</p>	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning

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<p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback 	<p>differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p style="text-align: center;">Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker ● Use a word processor to give responses in class <p>Setting accommodations:</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> ● Complete fewer or different homework problems than peers ● Shorten assignment 	<ul style="list-style-type: none"> ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities
Students with 504 Plans		
<p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>		

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- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments
Choice Boards
Games and Tournaments
Group Investigations
Guided Reading
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Independent Research & Projects
Multiple Intelligence Options
Project-Based Learning
Varied Supplemental Activities
Varied Journal Prompts or RAFT Writing
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Jigsaw
Think-Tac-Toe
Cubing Activities
Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

READING - Instructional Best Practices

RL.5.1, RL.5.2 - Students will watch Disney movie trailers to determine how they are used to hook viewers into being interested enough to watch the entire movie, taking notes and discussing with their peers before sharing their ideas out with the whole class.

WRITING - Instructional Best Practices

W.5.1, W.5.4, W.5.5, W.5.7 - Teacher will introduce the importance of finding multiple sources on the same topic when conducting research by comparing two articles with different viewpoints that present information in a drastically different way. Students will then research appropriate current events from different perspective to determine fact from opinion and create an informational writing piece that discusses various viewpoints from which the events or issues could be perceived.

LANGUAGE - Instructional Best Practices

L.5.1.A, L.5.1.B - Students will look for verbs in their informational writing pieces and circle them, determining the tense of each. They will then review and edit their writing to ensure that the entire composition is written in an appropriate verb tense with agreement throughout.

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UNIT 2

Text Types: Literary and Informational
 Writing Genres: Research and Informative Writing, Routine Writing
 Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

RL.5.1/RI.5.1

- *Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read*
- *Make personal connections, make connections to other texts, and/or make global connections when relevant*
- *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text*

RL.5.2

- *Identify the key details in a text*
- *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns*
- *Identify the theme of the text*
- *Determine central message or theme*

RI.5.2

- *Summarize the key points of a text*
- *Identify details to support the main idea*
- *Identify at least two main ideas in informational texts*
- *Explain how the author supports main ideas in informational text with key details*

RI.5.3

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

W.5.2.A, B, C, D, E

- **Organize ideas using various strategies**
- **Introduce a topic clearly**
- **Compose a clear thesis statement**
- **Provide a general observation and focus**
- **Group related information logically**
- **Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate**
- **Purposefully select information to develop the topic**
- **Link ideas within paragraphs and sections of information**
- **Use transitional words, phrases, and clauses**
- **Select specific language and vocabulary to convey ideas and information**
- **Write a conclusion that is related to the information or explanation**

W.5.4

- *Produce writing that is clear and understandable to the reader*
- *Unpack writing tasks (type of writing assignment)*
- *Unpack writing purpose (the writer's designated reason for writing)*
- *Focus the organization and development of a topic to reflect the task and purpose*

W.5.5

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- **Identify the relationships or interactions between people, places and ideas in text**
- **Explain the relationship to analyze the text**

RI.5.4

- *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)*
- *Identify metaphors and similes*
- *Analyze similes and metaphors in text and how it impacts the reader*

RI.5.5

- **Find the similarities and differences in the structure of two or more texts**
- **Determine the impact of the structure on text meaning**

RI.5.6

- *Discuss the similarities and differences unique to the various perspectives presented in text*
- *Give descriptions about how the information is presented for each perspective*

RI.5.7

- **Read texts closely to determine the main ideas and important details**
- **Synthesize information from multiple sources**
- **Use media efficiently to answer questions and to solve problems**

RI.5.8

- **Identify the points or claims an author makes in a text**
- **Identify reasons and evidence for those points or claims made**
- **Prove each point with evidence from the text**
- **Explain how an author uses proof to support a point in the text**

RI.5.9

- **Find similarities and differences in themes and topics when reading stories of the same genre**
- **Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)**

- *Practice revising and editing skills*
- *Change word choice and sentence structure in writing to strengthen the piece*
- *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*
- *Recognize spelling, grammar, and punctuation errors*
- *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)*

W.5.6

- *Use digital tools to collaborate on written works*
- *Ask for guidance when appropriate*
- *Use technology for producing and publishing writing, and collaborating with others*
- *Demonstrate keyboarding skills*

W.5.8

- **Locate information from print and digital sources**
- **Integrate information from personal experiences**
- **Include a list of sources used**
- **Take notes on information gathered from the sources to support the topic**
- **Synthesize information to avoid plagiarism**
- **Organize information into categories**

W.5.10

- *Produce numerous pieces of writing over various time frames*
- *Develop skills in research*
- *Reflect on the choices made while writing*
- *Reflect on and revise writing*
- *Develop a topic related to the content area they are writing about to reflect task, audience, and purpose*

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<ul style="list-style-type: none"> ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject <p><i>RF.5.3.A</i></p> <ul style="list-style-type: none"> ● <i>Identify specific strategies for decoding words in texts</i> ● <i>Apply the specific strategies for decoding and spelling multisyllabic words</i> <p><i>RF.5.4.A, B, C</i></p> <ul style="list-style-type: none"> ● <i>Use various strategies to understand text and read with purpose</i> ● <i>Accurately read grade-level poetry and prose aloud</i> ● <i>Use an appropriate rate and expression when reading aloud</i> ● <i>Use various strategies to support word recognition and understanding</i> ● <i>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</i> 	
<p>LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p>SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.5.1.A, C</p> <ul style="list-style-type: none"> ● <i>Define conjunctions, prepositions, and interjections</i> ● <i>Identify conjunctions, prepositions, and interjections in sentences</i> ● <i>Explain the purpose of conjunctions, prepositions, and interjections in sentences</i> ● Identify the tense of verbs describe time, sequences, states, and conditions in reading ● Convey various times, sequences, states, and conditions using verb tenses in writing <p>L.5.2.B, E</p> <ul style="list-style-type: none"> ● Outline comma rules for setting off introductory words and phrases, the words <i>yes</i> and <i>no</i>, tag questions, and direct address ● Identify introductory words and phrases ● Separate an introductory element from the rest of the sentence by 	<p>SL.5.1A,B,C,D</p> <ul style="list-style-type: none"> ● <i>Use previous knowledge to expand discussions about a topic</i> ● <i>Engage in conversations about grade-appropriate topics and texts</i> ● <i>Participate in a variety of rich, structured conversations</i> ● <i>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</i> ● <i>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</i> <p>SL.5.2</p> <ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats

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<p>using commas</p> <ul style="list-style-type: none"> • <i>Spell grade-appropriate words correctly</i> • <i>Use references as needed to aid in spelling</i> <p>L.5.3.A, B</p> <ul style="list-style-type: none"> • Identify sentences in writing that need revision • Revise writing by expanding, combining, and reducing sentences • Determine similarities and differences in the presentation of English used in stories <p><i>L.5.4.A, C</i></p> <ul style="list-style-type: none"> • <i>Decipher the meanings of words and phrases by using sentence context</i> • <i>Identify the purpose and use of glossaries and dictionaries</i> • <i>Determine the structure of glossaries and dictionaries</i> • <i>Use both print and digital glossaries and dictionaries to define and clarify words</i> <p><i>L.5.6</i></p> <ul style="list-style-type: none"> • <i>Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</i> • <i>Choose the most accurate word when describing contrast, addition, or other relationships</i> • <i>Choose the most accurate word when discussing a particular topic</i> • <i>Use knowledge of conjunctions to broaden vocabulary</i> 	<p>SL.5.3</p> <ul style="list-style-type: none"> • Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence <p>SL.5.6</p> <ul style="list-style-type: none"> • <i>Speak for a variety of purposes</i> • <i>Distinguish between formal and informal discourse</i> • <i>Adapt speech to a variety of contexts and tasks</i>
<p>ASSESSMENTS & RESOURCES</p>	<p>TECHNOLOGY INTEGRATION</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Fountas & Pinnell Benchmark Reading Assessment • <i>Wonders Assessments</i> • Teacher created, standards based assessments <p>RESOURCES</p> <ul style="list-style-type: none"> • <i>Lucy Calkins Writing Workshop</i> • <i>Lucy Calkins Reading Workshop</i> • <i>Wonders</i> 	<p>STANDARDS</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p>

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- *Bud, Not Buddy*
- *Zoos*
- *The Modern Zoo*
- *Not All Zoos are Inhumane*
- *Who Said What? Studying Perspective*
- *5 Reasons You Should Boycott the Zoo*
- *The House of the Chimp at KC Zoo*

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

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[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)
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HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

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8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

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8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

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8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks

Grade 5 ELA Curricular Framework

- Freckle
- Superscience

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.

VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

HPE 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

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[21st Century Skills: Career Ready Practice Standards:](#)

CRP1, CRP2, CRP4, CRP5, CRP7, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

Grade 5 ELA Curricular Framework

KEY VOCABULARY

Key vocabulary may include but are not limited to:

text structure, theme, synthesize, plagiarism, verb tense

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 4-5* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

Grade 5 ELA Curricular Framework

<ul style="list-style-type: none"> • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class • Use a calculator or table of "math facts" <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
<p>At Risk Learners / Differentiation Strategies</p>		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options</p>

Grade 5 ELA Curricular Framework

Literature Circles
Multiple Texts
Personal Agendas

Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

READING - Instructional Best Practices

RL.5.2, RI.5.2 - Students will complete a [Theme vs. Main Idea Sort](#) to determine if excerpts from stories detail a theme or main idea. They will then explain their rationale to their groups using evidence.

WRITING - Instructional Best Practices

W.5.2 - The teacher will use the Informational Writing Outlines ([version one](#) and [version two](#)) to introduce the structure students will use to craft their informational writing pieces. Students will then choose an appropriate current events topic to research and write their essay following the outlines.

LANGUAGE - Instructional Best Practices

L.5.3.A, L.5.3.B - Students will review the *Lucy Calkins* writing rubric to determine areas in need of improvement in their informational writing essays. They will then demonstrate their understanding of and competency in revision by expanding, combining, and reducing sentences.

Grade 5 ELA Curricular Framework

UNIT 3

Text Types: Literary and Informational
 Writing Genres: Narrative Writing, Research Writing and Literary Analysis, Routine Writing
 Unit Pacing: 3rd Marking Period - **Middle of January - End of March**

READING

Critical Knowledge and Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

RL.5.1/RI.5.1

- *Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read*
- *Make personal connections, make connections to other texts, and/or make global connections when relevant*
- *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text*

RL.5.2

- *Identify the key details in a text*
- *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns*
- *Identify the theme of the text*
- *Determine central message or theme*

RI.5.2

- *Summarize the key points of a text*
- *Identify details to support the main idea*
- *Identify at least two main ideas in informational texts*
- *Explain how the author supports main ideas in informational text with key details*

RL.5.3

- **Examine texts to find similarities and differences, focusing on**

WRITING

Critical Knowledge & Skills
**Italicized - spiraling skills throughout units*
***Bold - Focus skills of this unit**

W.5.3.A, B, C, D, E

- **Compose a story hook to engage the reader**
- **Establish the story's background or situation**
- **Introduce a narrator and/or characters**
- **Purposefully arrange events to make the story flow**
- **Use dialogue and description to develop experiences and events**
- **Show the responses of characters to situations, when appropriate**
- **Use a variety of transitional words and phrases to manage the sequence of events**
- **Use concrete words and phrases to relay story details**
- **Use sensory details to convey experiences and events precisely**
- **Provide a conclusion that follows from the narrated experiences or events**

W.5.4

- *Produce writing that is clear and understandable to the reader*
- *Unpack writing tasks (type of writing assignment)*
- *Unpack writing purpose (the writer's designated reason for writing)*
- *Focus the organization and development of a topic to reflect the task and purpose*

W.5.5

- *Practice revising and editing skills*

Grade 5 ELA Curricular Framework

- characters, setting, events, individuals, ideas, and concepts
- Refer to specific details in the text when finding the similarities and differences between two or more characters, individuals, settings, ideas, concepts, or events

RL.5.4

- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- Identify metaphors and similes
- Analyze similes and metaphors in text and how it impacts the reader

RL.5.5

- Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)
- Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text

RL.5.6

- Identify the narrator's point of view
- Explain how the point of view impacts the events in the text

RL.5.7

- Synthesize information from multiple sources
- Use media efficiently to answer questions and to solve problems

RL.5.9

- Find similarities and differences in themes and topics when reading stories of the same genre
- Connect the text to other knowledge (e.g. practical knowledge, historical/cultural context, and background knowledge)
- Identify the similarities and differences in the structure (e.g., the quest) of various traditional texts (e.g. stories, myths, and traditional literature from different cultures)

RF.5.3.A

- Identify specific strategies for decoding words in texts
- Apply the specific strategies for decoding and spelling multisyllabic words

RF.5.4.A, B, C

- Use various strategies to understand text and read with purpose

- Change word choice and sentence structure in writing to strengthen the piece
- Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing
- Recognize spelling, grammar, and punctuation errors
- Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

W.5.6

- Use digital tools to collaborate on written works
- Ask for guidance when appropriate
- Use technology for producing and publishing writing, and collaborating with others
- Demonstrate keyboarding skills

W.5.9

- Use strategies for reading literary and informational text to investigate topics
- Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events
- Explain how an author uses proof to support a point in informational text
- Prove each point with evidence from the text
- Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject

W.5.10

- Produce numerous pieces of writing over various time frames
- Develop skills in research
- Reflect on the choices made while writing
- Reflect on and revise writing
- Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Grade 5 ELA Curricular Framework

<ul style="list-style-type: none"> • <i>Accurately read grade-level poetry and prose aloud</i> • <i>Use an appropriate rate and expression when reading aloud</i> • <i>Use various strategies to support word recognition and understanding</i> • <i>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</i> 	
<p>LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p>SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.5.1.A, D</p> <ul style="list-style-type: none"> • <i>Define conjunctions, prepositions, and interjections</i> • <i>Identify conjunctions, prepositions, and interjections in sentences</i> • <i>Explain the purpose of conjunctions, prepositions, and interjections in sentences</i> • Identify the tense of verbs • Identify and correct inappropriate shifts in verb tense in writing <p>L.5.2.C, E</p> <ul style="list-style-type: none"> • Outline comma rules for setting off the words yes and no, tag questions, and direct address • Apply comma rules to set off the words yes and no in sentences • Apply comma rules to set off a tag question from the rest of the sentence • Apply comma rules to indicate direct address • Indicate a title by using the proper punctuation for the text • <i>Spell grade-appropriate words correctly</i> • <i>Use references as needed to aid in spelling</i> <p>L.5.4.A, C</p> <ul style="list-style-type: none"> • <i>Decipher the meanings of words and phrases by using sentence context</i> • <i>Identify the purpose and use of glossaries and dictionaries</i> • <i>Determine the structure of glossaries and dictionaries</i> 	<p>SL.5.1A,B,C,D</p> <ul style="list-style-type: none"> • <i>Use previous knowledge to expand discussions about a topic</i> • <i>Engage in conversations about grade-appropriate topics and texts</i> • <i>Participate in a variety of rich, structured conversations</i> • <i>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</i> • <i>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</i> <p>SL.5.2</p> <ul style="list-style-type: none"> • <i>Identify the key points and supporting details of a text presented orally</i> • <i>Summarize a written text read aloud or information presented in multiple formats</i> <p>SL.5.4</p> <ul style="list-style-type: none"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions • <p>SL.5.6</p> <ul style="list-style-type: none"> • <i>Speak for a variety of purposes</i> • <i>Distinguish between formal and informal discourse</i> • <i>Adapt speech to a variety of contexts and tasks</i>

Grade 5 ELA Curricular Framework

<ul style="list-style-type: none"> • <i>Use both print and digital glossaries and dictionaries to define and clarify words</i> <p>L.5.5.A, B, C</p> <ul style="list-style-type: none"> • Identify similes and metaphors in text • Infer the meaning of simple similes and metaphors • Identify idioms, adages, and proverbs in text • Explain the meaning of common idioms, adages, and proverbs • Determine synonyms and antonyms of words to show meaning • Identify and explain the difference in meanings in related words, like homographs <p>L.5.6</p> <ul style="list-style-type: none"> • <i>Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</i> • <i>Choose the most accurate word when describing contrast, addition, or other relationships</i> • <i>Choose the most accurate word when discussing a particular topic</i> • <i>Use knowledge of conjunctions to broaden vocabulary</i> 	
<p>RESOURCES</p>	<p>TECHNOLOGY INTEGRATION</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • <i>Wonders Assessments</i> • <i>Teacher created, standards based assessments</i> <p>RESOURCES</p> <ul style="list-style-type: none"> • <i>Lucy Calkins Writing Workshop</i> • <i>Lucy Calkins Reading Workshop</i> • <i>Wonders</i> • <i>Maniac McGee</i> • <i>Fighting Ground</i> • <i>Number the Stars</i> • <i>Rules</i> • <i>Out of My Mind</i> 	<p>STANDARDS</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>

Grade 5 ELA Curricular Framework

- *The One and Only Ivan*

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\)](#)

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VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

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Grade 5 ELA Curricular Framework

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Grade 5 ELA Curricular Framework

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Grade 5 ELA Curricular Framework

At Risk Learners / Differentiation Strategies

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Choice Boards
Games and Tournaments
Group Investigations
Guided Reading
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Independent Research & Projects
Multiple Intelligence Options
Project-Based Learning
Varied Supplemental Activities
Varied Journal Prompts or RAFT Writing
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
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Jigsaw
Think-Tac-Toe
Cubing Activities
Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

READING - Instructional Best Practices

RL.5.1, 5.2, 5.3, & 5.6 - Students will create a [social media account poster](#) for a character from *The Fighting Ground* to demonstrate knowledge of quoting and inferring from the text, identifying the actions and thoughts of characters, and considering events from the character's point of view.

WRITING - Instructional Best Practices

RI.5.1, RI.5.1 - Students will research an animal of their choice and create a poster, following the [guidelines](#), about their chosen animal to demonstrate their ability to effectively research, take notes, quote text, summarize, and make relevant connections between similar texts.

LANGUAGE - Instructional Best Practices

L.5.5.A - Teacher will model a close reading of "[Casey at the Bat](#)" to show students how to record thinking about figurative language compared to literal meaning on a foldable.

Grade 5 ELA Curricular Framework

UNIT 4

Text Types: Literary and Informational
 Writing Genres: Research, Informative, and Explanatory Writing, Routine Writing
 Unit Pacing: 4th Marking Period - **End of March - Middle of June**

READING

Critical Knowledge and Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

RL.5.1/RI.5.1

- *Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read*
- *Make personal connections, make connections to other texts, and/or make global connections when relevant*
- *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text*

RL.5.2

- *Identify the key details in a text*
- *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns*
- *Identify the theme of the text*
- *Determine central message or theme*

RI.5.2

- *Summarize the key points of a text*
- *Identify details to support the main idea*
- *Identify at least two main ideas in informational texts*
- *Explain how the author supports main ideas in informational text with key details*

RL.5.4/RI.5.4

WRITING

Critical Knowledge & Skills

**Italicized - spiraling skills throughout units*

***Bold - Focus skills of this unit**

W.5.2.A, B, C, D, E

- *Organize ideas using various strategies*
- *Introduce a topic clearly*
- *Compose a clear thesis statement*
- *Provide a general observation and focus*
- *Group related information logically*
- *Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate*
- *Purposefully select information to develop the topic*
- *Link ideas within paragraphs and sections of information*
- *Use transitional words, phrases, and clauses*
- *Select specific language and vocabulary to convey ideas and information*
- *Write a conclusion that is related to the information or explanation*

W.5.4

- *Produce writing that is clear and understandable to the reader*
- *Unpack writing tasks (type of writing assignment)*
- *Unpack writing purpose (the writer's designated reason for writing)*
- *Focus the organization and development of a topic to reflect the task and purpose*

W.5.5

Grade 5 ELA Curricular Framework

- *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)*
- *Identify metaphors and similes*
- *Analyze similes and metaphors in text and how it impacts the reader*

RL.5.5

- *Identify how a text is organized (i.e.: chronological, comparative, cause/effect, etc)*
- *Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text*

RI.5.5

- *Find the similarities and differences in the structure of two or more texts*
- *Determine the impact of the structure on text meaning*

RL.5.6

- *Identify the narrator's point of view*
- *Explain how the point of view impacts the events in the text*

RI.5.6

- *Discuss the similarities and differences unique to the various perspectives presented in text*
- *Give descriptions about how the information is presented for each perspective*

RL.5.10/RI.5.10

- **Read and understand a wide range of informational and literary texts within the grade text level efficiently by the end of the year**
- **Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts**
- **Read texts with scaffolding as needed**

RF.5.3.A

- *Identify specific strategies for decoding words in texts*
- *Apply the specific strategies for decoding and spelling multisyllabic words*

RF.5.4.A, B, C

- *Use various strategies to understand text and read with purpose*
- *Accurately read grade-level poetry and prose aloud*

- *Practice revising and editing skills*
- *Change word choice and sentence structure in writing to strengthen the piece*
- *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*
- *Recognize spelling, grammar, and punctuation errors*
- *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)*

W.5.6

- *Use digital tools to collaborate on written works*
- *Ask for guidance when appropriate*
- *Use technology for producing and publishing writing, and collaborating with others*
- *Demonstrate keyboarding skills*

W.5.7 (Option: At least one from W.5.7, W.5.8, or W.5.9)

- *Research a topic through investigation of the topic*
- *Explore a topic in greater detail by developing a research question that helps bring focus to the topic*
- *Gather information from multiple sources to support a topic*
- *Select relevant information from texts to support main ideas or claims*
- *Group like ideas to organize writing*

W.5.8 (Option: At least one from W.5.7, W.5.8, or W.5.9)

- *Locate information from print and digital sources*
- *Integrate information from personal experiences*
- *Include a list of sources used*
- *Take notes on information gathered from the sources to support the topic*
- *Synthesize information to avoid plagiarism*
- *Organize information into categories*

W.5.9 (Option: At least one from W.5.7, W.5.8, or W.5.9)

- **Use reading literary and informational text to research and investigate topics**
- **Write a thesis statement**
- **Cite specific details in literary text when finding the similarities**

Grade 5 ELA Curricular Framework

<ul style="list-style-type: none"> • <i>Use an appropriate rate and expression when reading aloud</i> • <i>Use various strategies to support word recognition and understanding</i> • <i>Reread texts when appropriate to support increased accuracy, fluency, and comprehension</i> 	<p>and differences between two or more characters, settings or events</p> <ul style="list-style-type: none"> • <i>Explain how an author uses proof to support a point in informational text</i> • <i>Prove each point with evidence from the text</i> • <i>Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</i> <p>W.5.10</p> <ul style="list-style-type: none"> • <i>Produce numerous pieces of writing over various time frames</i> • <i>Develop skills in research</i> • <i>Reflect on the choices made while writing</i> • <i>Reflect on and revise writing</i> • <i>Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</i>
<p style="text-align: center;">LANGUAGE Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>	<p style="text-align: center;">SPEAKING & LISTENING Critical Knowledge & Skills <i>*Italicized - spiraling skills throughout units</i> *Bold - Focus skills of this unit</p>
<p>L.5.1.A, E</p> <ul style="list-style-type: none"> • <i>Define conjunctions, prepositions, and interjections</i> • <i>Identify conjunctions, prepositions, and interjections in sentences</i> • <i>Explain the purpose of conjunctions, prepositions, and interjections in sentences</i> • Define correlative conjunctions and explain the purpose • Use correlative conjunctions appropriately when writing or speaking <p>L.5.2.D, E</p> <ul style="list-style-type: none"> • <i>Indicate a title by using the proper punctuation for the text</i> • Explain the different types of punctuation used to indicate title and why • <i>Spell grade-appropriate words correctly</i> • <i>Use references as needed to aid in spelling</i> 	<p>SL.5.1A,B,C,D</p> <ul style="list-style-type: none"> • <i>Use previous knowledge to expand discussions about a topic</i> • <i>Engage in conversations about grade-appropriate topics and texts</i> • <i>Participate in a variety of rich, structured conversations</i> • <i>Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</i> • <i>Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</i> <p>SL.5.5</p> <ul style="list-style-type: none"> • <i>Identify main ideas and themes of a presentation</i> • <i>Combine audio recordings and visual displays when appropriate to enhance the development of main ideas or themes</i>

Grade 5 ELA Curricular Framework

<p>L.5.4.A, B, C</p> <ul style="list-style-type: none"> • <i>Decipher the meanings of words and phrases by using sentence context</i> • Use common, grade-appropriate Greek and Latin affixes to determine the meaning of a word • Use common, grade-appropriate Greek and Latin roots to determine the meaning of a word • <i>Identify the purpose and use of glossaries and dictionaries</i> • <i>Determine the structure of glossaries and dictionaries</i> • <i>Use both print and digital glossaries and dictionaries to define and clarify words</i> <p>L.5.6</p> <ul style="list-style-type: none"> • <i>Use 5th grade vocabulary fluently when discussing academic or domain-specific topics</i> • <i>Choose the most accurate word when describing contrast, addition, or other relationships</i> • <i>Choose the most accurate word when discussing a particular topic</i> • <i>Use knowledge of conjunctions to broaden vocabulary</i> 	<p>SL.5.6</p> <ul style="list-style-type: none"> • <i>Speak for a variety of purposes</i> • <i>Distinguish between formal and informal discourse</i> • <i>Adapt speech to a variety of contexts and tasks.</i>
<p>ASSESSMENT & RESOURCES</p>	<p>TECHNOLOGY INTEGRATION</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Writing Benchmark • Measuring Up Reading Benchmark • Fountas & Pinnell Benchmark Reading Assessment • <i>Wonders Assessments</i> • Teacher created, standards based assessments <p>RESOURCES</p> <ul style="list-style-type: none"> • <i>Lucy Calkins Writing Workshop</i> • <i>Lucy Calkins Reading Workshop</i> • <i>Wonders</i> • <i>Walk Two Moons</i> • <i>Home of the Brave</i> • <i>Maniac Magee</i> 	<p>STANDARDS</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p>

Grade 5 ELA Curricular Framework

- *Fighting Ground*
- *Number the Stars*

The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

[The Amistad Commission's Literacy Components for Primary Grades](#)

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(K-5\)](#)
[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL \(5-8\)](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk

- Go Noodle - <https://www.gonoodle.com/>
- Just Dance - <https://justdancenow.com/>
- Yoga poses - <https://www.yogajournal.com/poses/yoga-for/kids>

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

Grade 5 ELA Curricular Framework

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:

VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.

VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.

VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.

VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

HPE 2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

HPE 2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments

HPE 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

HPE 2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

HPE 2.6.6.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity

HPE 2.6.6.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness

21st Century Skills: Career Ready Practice Standards:

CRP1, CRP2, CRP4, CRP5, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

Grade 5 ELA Curricular Framework

KEY VOCABULARY

Key vocabulary may include but are not limited to:

viewpoint, perspective, Greek and Latin roots and affixes

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> • WIDA Can Do Descriptors for Grades 4-5* • WIDA Essential Actions Handbook • FABRIC Paradigm • Wall Township ESL Grading Protocol <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p> <p>Potential Accommodations for ELLs</p> <ul style="list-style-type: none"> • Personal glossary • Text-to-speech • Extended time • Simplified / verbal instructions • Frequent breaks • Small group/One to one • Additional time • Review of directions • Student restates information • Extra visual and verbal cues and prompts • Preferential seating • Verbal and visual cues regarding directions and staying on task 	<ul style="list-style-type: none"> • New Jersey Tiered System of Supports • National Center on Universal Design for Learning - About UDL • UDL Checklist • UDL Key Terms <p>Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.</p> <p>Potential Accommodations for Special Education</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> • Listen to audio recordings instead of reading text • Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge • Work with fewer items per page and/or materials in a larger print size 	<ul style="list-style-type: none"> • Knowledge and Skill Standards in Gifted Education for All Teachers • Pre-K-Grade 12 Gifted Programming Standards • Gifted Programming Glossary of Terms <p>Potential Accommodations for Advanced Learners</p> <ul style="list-style-type: none"> • Use of high level academic vocabulary/texts • Problem-based learning • Pre-assess to condense curriculum • Interest-based research • Authentic problem-solving • Homogeneous grouping opportunities <p>Students with 504 Plans</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

Grade 5 ELA Curricular Framework

<ul style="list-style-type: none"> • Checklists • Immediate feedback 	<ul style="list-style-type: none"> • Use a visual blocker • Use visual presentations of verbal material, such as word webs and visual organizers • Be given a written list of instructions/picture cues <p>Response accommodations:</p> <ul style="list-style-type: none"> • Give responses in a form (oral or written) that's easier for him/her • Dictate answers to a scribe • Capture responses on an audio recorder • Use a spelling dictionary or electronic spell-checker • Use a word processor to give responses in class • Use a calculator or table of "math facts" <p>Setting accommodations:</p> <ul style="list-style-type: none"> • Work or take a test in a different setting, such as a quiet room with few distractions • Sit where he/she learns best (for example, near the teacher) • Take a test in small group setting <p>Timing accommodations:</p> <ul style="list-style-type: none"> • Take more time to complete a task or a test • Have extra time to process oral information and directions • Take frequent breaks, such as after completing a task <p>Assignment modifications:</p> <ul style="list-style-type: none"> • Complete fewer or different homework problems than peers • Shorten assignment • Answer fewer or different test questions • Create alternate projects or assignments 	
<p>At Risk Learners / Differentiation Strategies</p>		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics</p>	<p>Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products</p>	<p>Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options</p>

Grade 5 ELA Curricular Framework

Literature Circles
Multiple Texts
Personal Agendas

Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

READING - Instructional Best Practices

RL.5.6 - While reading, students will use a [graphic organizer](#) to consider how different characters perceive the events of a chapter in *Number the Stars* and reflect on the similarities and differences before using text evidence to describe how the narrator's point of view affects how the events are described.

WRITING - Instructional Best Practices

W.5.2 & 5.8 - Students will complete a [project](#) requiring them to research a European explorer and prepare a Google Slide Presentation to effectively share facts and evidence they collected in their research.

LANGUAGE - Instructional Best Practices

L.5.4 - Students will fill in a [chart](#) with five Greek or Latin roots along with a meaning and sentence for each before following the provided instructions to create a Greek/Latin root matching game they will then play with a friend.