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LAKEHURST ELEMENTARY SCHOOL
NEW JERSEY STUDENT LEARNING STANDARDS
ENGLISH LANGUAGE ARTS
CURRICULUM

Content Area: English Language Arts

Course Title: English Language Arts | **Grade Level:** 5th

Unit 1

Reading	Writing	
Fiction Informational (historical/scientific/ technical)	Narrative Literary Analysis Task	**September-October-November**

Unit 2

Reading	Writing	
Informational (historical/scientific/ technical) Fiction	Informative/Explanatory Literary Analysis Task Research Simulation	**November-December-January**

Unit 3

Reading	Writing	
Fiction Informational (historical/scientific/ technical)	Opinion Research Simulation	**February-March**

Unit 4

Reading	Writing	
Complex Texts (Folktales/Legends/ Myths/Poetry)	Short Research Project Narrative Task	**April-May**

Unit 5

	June

	Reading Drama	Writing Opinion		

LAKEHURST ELEMENTARY SCHOOL **NEW JERSEY STUDENT LEARNING STANDARDS** **ENGLISH LANGUAGE ARTS CURRICULUM**						
Content Area: English Language Arts						
Unit Title: 1						
Target Course/Grade Level: Grade 5						
Unit Summary Immerse the students in literature during this unit, with a focus on the expected behaviors to be followed during a reading workshop. During the first few weeks, the teacher will establish a literature rich climate by reviewing what is available for the students to read, where it is located within the						

classroom, and procedures to be followed to maintain this environment. Students will read fiction and nonfiction applying strategies previously learned allowing the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Integration of social studies and science topics is highly encouraged. This unit will also focus on conveying experience through narrative						

writing to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequence of events. In addition, students will draw evidence from literary or informational texts to support analysis, reflection, and research. The teacher may also choose to include other genres of writing as he/she sees fit. Reading and writing should be integrated to include elements of grammar, spelling,					

mechanics, traits of writing, the writing process, etc. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners. Students will maintain a working portfolio throughout the unit. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.						

Interdisciplinary connections: http://www.state.						

nj.us/education/cccs/2014/sss/ http://www.nextge						

nscience.org/search-standards-dci?tid_1%5B%5D=1						

3						
Social Studies: Read fictional texts related to S.S. curriculum using and informational paired texts to analyze events and point of view. **Science:** Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features. **Technology:** Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers. **21st century themes:** All students will develop an						

understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see http://www.p21.org/our-work/p21-framework **Theme: Civic Literacy** **Activity:** Establish a classroom community that reflects rights and responsibilities as citizens in the classroom to create classroom climate (e.g., rules, expectations, consequences). **Theme: Communication and Collaboration**					

Activity: Students will discuss and present their analysis of literary analysis; students will compare and work collaboratively to analyze text. **Theme: Creativity and Innovation** **Activity:** Use of brainstorming, analyzing drama, collaborative analysis of dramas, collaborative writing. **College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening,						

which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/ELA-Literacy/CCRA/R/							
Learning Targets							
Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language							

Number	New Jersey Student Learning Standards for Mastery
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.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
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.
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.3.a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
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.
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.
SL.5.1.a	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.*
L.5.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).
L.5.2 a-e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. 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?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
L5.3 a-b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4 a-c	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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.4	Use a graphic organizer to organize information about problem or issue.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Number	**New Jersey Student Learning Standards for Introduction**
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
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.
RI.5.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.5.8	Describe how reasons support specific points the author makes in a text.
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.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.a	a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
W.5.9.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]").

Unit Essential Questions	Unit Enduring Understandings
● How does close reading deepen understanding of the text? ● What descriptive writing tools do writers use in narrative writing? ● Why is the use of evidence important when analyzing fiction?	*Students will understand that…* ● good readers read the text closely to determine what the text says explicitly and to make logical inferences from it. ● authors write narratives using effective techniques, descriptive details, and clear event sequences. ● readers and writers use textual evidence, prior knowledge, personal experiences, and observations to communicate effectively.

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
● listening and speaking strategies to be utilized for discussions in order to be a contributing member of the learning community. ● how to use a variety of reference materials when needed (i.e. Dictionary, thesaurus, and internet). ● that depending on the genre, different reading strategies must be utilized. ● that text features contribute to comprehension of informational text (headings, introductory and concluding paragraphs, and bold text). ● to vary their reading speed based upon their purpose for reading. ● that ideas, organization, word choice, sentence fluency, voice, conventions, and presentation contribute to the success of a piece of writing. ● how to spell on-level words in their daily writing.	● use knowledge of English grammar and usage to express ideas effectively. ● develop a working portfolio. ● utilize precise language to convey their message. ● review and edit work when applicable. ● utilize rubrics in order improve and evaluate writing. ● draw evidence from literary or informational text that responds to open ended questions. ● write for different purposes and a variety of audiences. ● identify the author's purpose, position or personal view. ● activate prior knowledge and anticipate what will be read or heard. ● infer meaning in the context of a reading passage using evidence from the text. ● make connections (within the text, text to text, text to other multimedia sources) in order to support and draw conclusions in the text. ● read for a sustained period of time at their independent level. ● summarize significant events and details, articulate an understanding of several ideas or images communicated by the literary work, and use examples or textual evidence from the work to support conclusions. ● students establish a plot, point of view, setting, and conflict, and will be expected to show, rather than tell, the events of the story. ● interprets figurative language/literary devices (e.g., similes, metaphors, personification, and hyperboles) ● write narratives which include a conflict, setting, characters, dialogue, a clear sequence of events, and a resolution. ● generate ideas for writing. ● gather and organize details about it. ● capture the reader's attention as they build up to their focus statement. ● write events in the order they occurred using sensory details. ● show what happened as opposed to telling what happened

LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

Journal Writing	Reader/Writer Workshops
Class discussion	Reading Response Entries
Teacher Observations/Conferences	Rubric Assessments
Do-Now's	Peer Editing
Exit Cards	Portfolio Reflection Process/Self Evaluation
Projects	Teacher Conferences
Literature Circles	Pair & Share Activities
Graphic Organizers	Cooperative Learning Groups
Multiple Choice Tests	Literature Responses/Reader's Notebook
Timed Readings/Writing Tasks	Open-Ended Questions
Running Records/Anecdotal Notes	Note-Taking
Writer's Workshop	Quizzes
Performance-Based Checklists	Self-Assessments/Reflections
Higher Order Questioning	Literary Projects

Summative Assessments

Novel/unit projects	District benchmark or interim assessments
End of unit assessments	Portfolios
State assessments	Unit Tests/Project

Modifications (ELLs, Special Education, Gifted and Talented)

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

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

Always follow all IEP and/or 504 Plan modifications.

Sample Lesson Plans:
Narrative Lessons-
Narrative Introduction Through Comics
http://www.readwritethink.org/classroom-resources/lesson-plans/comics-classroom-introduction-narrative-223.html
"A Picture is Worth a Thousand Words"
http://www.readwritethink.org/classroom-resources/lesson-plans/picture-worth-thousand-words-116.html
Blending Fiction and Nonfiction to Improve Comprehension and Writing Skills
http://www.readwritethink.org/classroom-resources/lesson-plans/blending-fiction-nonfiction-improve-262.html

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

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

Reading Strategieshttp://math-and-reading-help-for-kids.org/reading_strategies_fifth_grade.html
Descriptive Writing Layered Curriculum http://help4teachers.com/StephanieWriting.htm
6+1 Writing Traits http://educationnorthwest.org/resource/1332

Exemplars of Reading Text

http://www.corestandards.org/assets/Appendix_B.pdf

- **www.readwritethink.org – Language arts lesson plans**
- **www.writingfix.com – Lessons and resources for 6+1 writing traits**
- **www.scholastic.com – Reading resources**
- **www.enotes.com – Subscription-only site for various literary resources**
- **www.readworks.org – Lessons for literary elements**
- **http://www.pbs.org/teachers social studies /science/ language arts resources**
- http://www.liketowrite.com

Teacher Notes:
- Infuse various literary genres throughout this unit.
- Start a writing portfolio for each student.
- The following foundational skills should be developed continuously throughout the year:
Reading:
  - Make use of schema
  - Use close reading strategies
  - Seeking meaning of unknown vocabulary
  - Make and revise predictions using evidence
  - Draw conclusions using evidence

● Make connections: within the text, text to text, text to multimedia sources

Writing

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

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

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

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

LAKEHURST ELEMENTARY SCHOOL
New Jersey Student Learning Standards
ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: 2

Target Course/Grade Level: Grade 5

Unit Summary

Immerse the students in literature and informational text during this unit, with a focus on applying reading strategies to informational texts of the teacher's choice. The reading can be done in social studies and carry over into the language arts classroom, as appropriate. Writing should take place daily in the form of process writing, journal writing, literary analysis, responding to and comparing a variety of texts and media sources, and/or informal writing across the content areas. Unit 2 focuses on writing informative/explanatory texts to examine a topic and convey ideas clearly. Literary analysis writing should be introduced and practiced by analyzing texts and providing support for answers through close reading and quoting from the text. This unit will focus on sequence/how to and compare and contrast writing. The teacher may also choose to incorporate other explanatory writing pieces as they fit into the science and social studies curriculum. Both reading and writing should be integrated and include elements of grammar, spelling, mechanics, traits of writing, and the writing process. Instruction should take place in the form of whole group instruction in both reading and writing followed by guided
reading and writing lessons in a small group setting to differentiate according to student need. Portfolios should be continuously used by the students and assessed by the teacher. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:
https://www.state.nj.us/education/cccs/2014/ss
http://www.nextgenscience.org/search-standards-dci?tid_1%5B%5D=13
http://www.corestandards.org/Math/

Social Studies: Read informational paired texts to analyze cause and effect and read fictional texts related to S.S. curriculum.

Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features.

Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers.

Math: Through Research Simulation Tasks, students can analyze statistics and use critical thinking skills to interpret various word problems.

21st Century themes:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see www.state.nj.us/education/aps/cccs/career/

 Theme: Health Literacy

 Activity: Discuss global health issues that are currently happening. Have the students view videos, read articles, interpret news clips through research simulation to draw conclusions about public health and safety issues.

Students can do a writing piece that may argue for or against vaccines or flu shots.

     Theme: Critical Thinking and Problem Solving

       Activity: Students will use various types of reasoning to solve math problems, life problems, make inferences about texts they're reading, etc.

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

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standards for Mastery
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.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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*.
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.2 a-e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a.Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b.Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d.Use concrete words and phrases and sensory details to convey experiences and events precisely. e.Provide a conclusion that follows from the narrated experiences or events.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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]").
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]").
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.
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.
SL.5.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles
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.

SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	. Paraphrase portions of a text read aloud or information presented in divers media and formats (written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general in general and their function in particular sentences
L.5.1.b	Form and use the perfect (e.g. I had walked; I have walked; I will have walked) verb tenses.
L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a	Use punctuation to separate items in a series.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
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?*).
L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.
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.
L.5.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of word (e.g., photograph, photosynthesis)
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.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
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.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
8.2.5.D.1	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
Number	**Common Core Standards for Introduction**
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.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9	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.
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.
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.

Unit Essential Questions	Unit Enduring Understandings
● How do good readers determine the main idea and key details of a text? ● How can quoting from a text support inferences? ● How do good readers identify meaning of words in context? ● How does the author use reasons and evidence to support points in the text? ● How do writers convey ideas and information clearly when writing an informative or explanatory text?	*Students will understand that…* ● Effective readers use specific strategies to help them better understand the text. ● Effective writers use specific sentence building techniques. ● Writers clearly introduce topics and develop the topic with facts, and they link ideas across categories using precise language and domain-specific vocabulary.

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
● that each paragraph in multi-paragraph text has a specific focus that contributes to the main idea of the text in its entirety ● to quote accurately from a text to support their main idea ● how to convey ideas and information clearly when writing to explain or inform an audience ● that a well-developed topic in informative/explanatory writing is clearly stated and provides information logically (e.g., through use of facts, definitions, concrete details, quotations) to support author's purpose ● that context clues help a reader determine the meaning of unknown words and multiple-meaning words in fifth grade-level text	● maintain a working portfolio ● draw inferences in informational/literary nonfiction by analyzing text ● identify how characters in a story respond to challenges ● summarize text ● identify the meaning of words and phrases in text using literary devices(e.g., figurative language) ● identify and use grade-appropriate vocabulary, including words that signal relationships (e.g., however, nevertheless, similarly, moreover, in addition) ● cite evidence in text to locate an answer quickly or to problem solve ● compare texts in the same genre to determine similar themes ● compare and contrast the structure (e.g., chronology, similarities and differences, cause/effect, problem/solution) across two or more texts ● determine the meaning of general and domain-specific vocabulary in fifth grade text ● analyze multiple accounts of the same topic, noting similarities and differences, according to point of view they represent ● recognize and understand how an author uses evidence to support particular points in text ● read and comprehend informational text, including history/social studies, science, and technical texts independently and with accuracy ● know and apply phonics skills and word analysis (e.g., letter-sound correspondences, syllabication patterns, roots and affixes) to decode words independently, including unfamiliar multisyllabic words in and out of context ● write informational/explanatory text (e.g., sequence/how to, compare and contrast) to support a point of view clearly and sequentially with reasons, facts, and details include formatting (e.g., headings), illustrations, and multimedia in expository text to convey ideas more clearly and to aid in comprehension ● produce clear and organized writing appropriate to task, purpose, and audience ● develop writing as needed by planning, revising, editing for conventions, and rewriting with support from teachers and peers

	● use knowledge of English grammar and usage to express ideas effectively when reading, writing, listening or speaking
	● recognize and correct mistakes in verb tense and subject- verb agreement
	● write original "story" narratives which include setting, characters, dialogue, a clear sequence of events, conflict, and a resolution
	● write routinely over extended time frames and shorter time frames for a range of purposes and audiences
	● engage effectively in collaborative discussions (e.g., one- on-one, in groups, teacher-led) and explore new ideas
	● pose and respond to questions in collaborative discussions and extend learning by elaborating on the remarks of others
	● draw conclusions based upon knowledge gained from collaborative discussions
	● summarize text from a variety of formats (e.g., written text, visual media, oral presentations)
	● demonstrate command of conventions of standard English capitalization, punctuation, and spelling of grade- appropriate words in daily writing
	● use commas to set off introductory clauses and phrases (e.g., *Before going to bed, Jason brushes his teeth*), to set off the words *yes* and *no (*e.g., *Yes, I will have more cake)*, and to indicate indirect address (e.g., *Is that my book, Mary?*)
	● use a variety of sources (e.g., dictionary, glossary, thesaurus), both print and digital, to determine pronunciation and meaning of key words
	● use the relationships between words to better understand the words (e.g., synonyms, antonyms, homographs)

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments	
Journal Writing	● Reader/Writer Workshops
Class discussion	● Reading Response Entries
Teacher Observations/Conferences	● Rubric Assessments
Do-Nows	● Peer Editing
Exit Cards	● Portfolio Reflection Process/Self Evaluation
Projects	● Teacher Conferences
Literature Circles	● Pair & Share Activities
Graphic Organizers	● Cooperative Learning Groups
Multiple Choice Tests	● Literature Responses/Reader's Notebook
Timed Readings/Writing Tasks	● Open-Ended Questions
Running Records/Anecdotal Notes	● Note-Taking
Writer's Workshop	● Quizzes
Performance-Based Checklists	● Self-Assessments/Reflections
Higher Order Questioning	● Literary Projects

Summative Assessments

Novel/unit projects	District benchmark or interim assessments
End of unit assessments	Portfolios
State assessments	Unit Tests/Project

Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications *for ELL and Special Education:*
- choral reading
- chants, songs
- use charts, posters, videos
- use a highlighter for key ideas, vocabulary
- write helpful hints in margins of copied materials
- provide copy of all notes

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

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

Always follow all IEP and/or 504 Plan modifications.

Sample Lesson Plans:
5-Day Unit for Introducing Nonfiction
http://www.scholastic.com/teachers/lesson-plan/5-day-unit-plan-introducing-nonfiction
Blending Fiction and Nonfiction to Improve Comprehension and Writing Skills
http://www.readwritethink.org/classroom-resources/lesson-plans/blending-fiction-nonfiction-improve-262
.html

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:
Manchester, Ocean Twp., Lakehurst

Teachers College Reading and Writing Project:

http://tc.readingandwritingproject.com/resources/assessments Informational Text Authors:

http://en.wikipedia.org/wiki/List_of_children's_non-fiction_writers Folktales/Legends/Myths:

http://www.americanfolklore.net/

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

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

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

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

PowerPoint Presentations for Reading Comprehension: http://reading.pppst.com/readingcomprehension.html
**PowerPoint Presentations for Grammar: http://languagearts.pppst.com/grammar.html PowerPoint Presentations
for Expository Writing: http://writing.pppst.com/expository.html Narrative Story Starters:**

http://teacher.scholastic.com/activities/storystarters/storystarter1.htm

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

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

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

Portfolio Creation and Assessment:
http://www.gallaudet.edu/clerc_center/information_and_resources/info_to_go/transition_to_adulthood/port
fo lios_for_student_growth.html
**Portfolio Creation and Implementation: http://www.teachervision.fen.com/assessment/teaching-
methods/20153.html**

Teacher Notes:

● Infuse various literary genres throughout this unit.

● Start a writing portfolio for each student.

● The following foundational skills should be developed continuously throughout the year:

Reading:

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

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM Unit 3 Overview
Content Area: English Language Arts
Unit Title: 3
Target Course/Grade Level: Grade 5

Unit Summary

Immerse the students in literature during this unit, with a focus on close reading with an emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Students will be required to rigorously cite evidence from text to support their answers and/or reasons. The reading can be done in social studies and science, and carry over into the language arts classroom. Writing should take place daily in the form of process writing, journal writing, literary analysis, and/or informal writing across the content areas during the two month span. This unit students will focus on opinion writing and research simulation. Students need to analyze a topic presented through several articles or multimedia stimuli and synthesis the information and answer a series of questions. Both reading and writing should be integrated and include elements of grammar, spelling, mechanics, traits of writing, the writing process, author studies, genre studies, etc. Instruction should take place in form of whole group instruction in both reading and writing followed by guided reading and writing lessons differentiated to meet the needs of the learners in the classroom. The students will be expected to present an oral report/piece of writing during this unit, but can be presented in any content area. Students will demonstrate competence in keyboarding in preparation for computer-based assessments.

Interdisciplinary connections:
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Social Studies: Read fictional texts related to S.S. curriculum and informational paired texts to analyze theme.
Science: Analyze main idea and details in Science text to draw conclusions, make inferences, and interpret information. Examine text features.
Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers.
Math: Through Research Simulation Tasks, students can analyze statistics and use critical thinking skills to interpret various word problems.

21st Century Themes:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see www.state.nj.us/education/aps//career/

   Theme: Financial, economic, business, and entrepreneurial literacy
            Activity: Read texts that relate to current economical issues (multimedia videos/Scholastic news/Brainpop). Have the students solve word problems related to banking accounts/balancing checkbooks.
         Theme: Media Literacy
           Activity: Students will analyze media literacy and interpret messages to construct opinion pieces and research simulation. Teachers can also have the students view media versions of a text and analyze the similarities and differences.

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

	Learning Targets
Content Standards:RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language	
Number	**New Jersey Student Learning Standards Mastery**
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.
RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.7	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).
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.
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.
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RI.5.9	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.
RF.5.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.
W.5.1.b	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
W.5.1.d	Provide a conclusion related to the opinion presented.

W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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.
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.
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.
SL.5.1.a	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
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.
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	. Paraphrase portions of a text read aloud or information presented in divers media and formats (written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
L.5.1.c	Use verb tenses to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tenses.
L.5.1.e	Use correlative conjunctions (e.g., *either/or, neither/nor*).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a	Use punctuation to separate items in a series.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
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?*)

L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.
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.
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*).
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.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
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.4	Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.
8.1.5.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.5.D.1	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
Number	**New Jersey Student Learning Standards for Introduction**
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.

Unit Essential Questions	Unit Enduring Understandings
● How can two or more texts address similar themes or topics? ● How can opinion writing be crafted to logically group ideas to support the writer's purpose? ● How can citing specific evidence from a text allow the reader to make logical inferences and support conclusions?	*Students will understand that…* ● Analyze the text based on how and why individuals, events, and ideas develop and interact over the course of a text and to determine central ideas and themes of a text. ● Write an opinion piece that introduces a topic clearly, provides and links logically ordered reasons, and provides a concluding statement. ● Citing specific evidence from a text can help a reader draw conclusions and make logical inferences.
Unit Objectives *Students will know…* ● and apply grade-level appropriate phonics and word analysis skills in decoding words, command of the conventions of standard English grammar and usage when writing or speaking, and use precise language to explain a topic.	**Unit Objectives** *Students will be able to…* ● determine a theme of a story from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic or summarize the text. ● the students will examine fiction and nonfiction features and text structure to determine an author's point of view, main ideas and support, similarities and differences in the same genre (historical, scientific, technical) ● quote accurately from a text

● expected rules and behaviors to be a contributing member of the learning community. ● the appropriate use of technology to locate information, quote from sources, recall, and restate information to produce published pieces writing, individually and collaboratively. ● the relationship between particular words (synonyms, antonyms, homographs) to better understand each of the words. ● how to use context as a clue to the meaning of a word or phrase. ● to adapt speech to a variety of context and tasks. ● how to use and spell grade-appropriate words in their daily writing. ● to utilize the writing process to evaluate the quality of writing through revision and editing.	● compare and contrast two or more characters, settings, or events ● read on-level text with purpose and understanding across a variety of genres, both fiction and non-fiction. ● write routinely over extended time frames (time for research, reflection, revision), and in specific times frames (a single sitting or a day or two) for a range of discipline-specific tasks ● consult reference materials both print and digital, to find the pronunciation and determine the meaning of key words or phrases. ● maintain a working portfolio ● use knowledge of English grammar and usage to express ideas effectively. ● describe how a narrator's or speaker's point of view influences how events are described

LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

Formative Assessments	
Journal Writing	● Reader/Writer Workshops
Class discussion	● Reading Response Entries
Teacher Observations/Conferences	● Rubric Assessments
Do-Nows	● Peer Editing
Exit Cards	● Portfolio Reflection Process/Self Evaluation
Projects	● Teacher Conferences
Literature Circles	● Pair & Share Activities
Graphic Organizers	● Cooperative Learning Groups
Multiple Choice Tests	● Literature Responses/Reader's Notebook
Timed Readings/Writing Tasks	● Open-Ended Questions
Running Records/Anecdotal Notes	● Note-Taking
Writer's Workshop	● Quizzes
Performance-Based Checklists	● Self-Assessments/Reflections
Higher Order Questioning	● Literary Projects

Modifications (ELLs, Special Education, Gifted and Talented)

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

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

Suggested / possible modifications for *Gifted and Talented*:

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

Always follow all IEP and/or 504 Plan modifications.

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

Manchester, Ocean Twp., Lakehurst

Literature-Analyzing Theme: http://www.learner.org/interactives/literature/read/theme1.html
ReadWriteThink-Literary Elements Map: http://www.readwritethink.org/classroom-resources/student-interactives/literary-elements-30011.html
Exploring Cause and Effect Using Expository Texts About Natural Disasters:
http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-cause-effect-using-925.html
Slipping, Sliding, Tumbling: Reinforcing Cause and Effect Through Diamante Poems:
http://www.readwritethink.org/classroom-resources/lesson-plans/slipping-sliding-tumbling-reinforcing-965.html
Problem-solution graphic organizer-BASIC:
http://www.readwritethink.org/files/resources/lesson_images/lesson1023/ProblemSolutionHandout.pdf

Content Area: English Language Arts

Unit Title: 4

Target Course/Grade Level: Grade 5

Unit Summary

Immerse the students in literature during this unit, with a focus on the structure of complex texts such as folktales, legends, myths, and poems. Students will also analyze how various multimedia elements contribute to the meaning, tone, or beauty of a text. The students will be expected to conduct short research projects using several sources. Integration of science and social studies topics is highly encouraged. This unit also requires students to perform narrative tasks. Students will demonstrate competence in analyzing a given narrative, inferring character traits, and formulating a response.

Interdisciplinary connections:
https://www.state.nj.us/education/njsls/2014/ss

Social Studies: Read complex texts and analyze the overall structure of a text.
Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers; research & citing sources.

21st Century Themes:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see www.state.nj.us/education/aps/njsls/career/
   Theme: Global Awareness
            Activity: Analyze non-Western texts, read articles on diverse cultures and religions (Scholastic news, CNN kids), set up blogs with students from other countries.
         Theme: Environmental Literacy
            Activity: Read and discuss information on current environmental conditions and circumstances through webquests, writing proposals for resolution to environmental issues, short research projects, observation logs, etc.
         ICT Literacy: Use of computers, PDAs, media players, GPS, social networks, internet research, blogs, etc. to create research projects, essays, analysis.
   College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/ELA-Literacy/CCRA/R/

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standard for Mastery

RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7	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).
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF. 5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllablic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a	Read grade-level text with purpose and understanding.
RF.5.4.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different perspective of a topic.
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.10	Write routinely over extended time frames (time for research, reflection, 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.
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.
SL.5.1.a	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles

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.
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Paraphrase portions of a text read aloud or information presented in divers media and formats (written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	From and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.1.e	Use correlative conjunctions (e.g., *either/or, neither/nor*).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a	Use punctuation to separate items in a series.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.
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?*).
L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of work.
L.5.2.e	Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.
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.
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*).
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.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
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.
Number	**Common Core Standards for Introduction**
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.

Unit Essential Questions	Unit Enduring Understandings
● How can a series of chapters, scenes, or stanzas affect the overall structure of a text? ● How can an writer investigate relevant information to complete a short research project? ● How can a narrative task contribute to the understanding of a text?	*Students will understand that…* ● various aspects of a text can contribute to the meaning and overall structure. ● using both print and digital sources allows a writer to conduct short research projects. ● analyzing a given narrative, inferring character traits, and formulating a response allows for deeper understanding.
Unit Objectives *Students will know…* ● folktales, legends and myths have varying themes, cultural influences, and text structure. ● that one way to develop a deeper meaning of a folktale, legend, or myth's characters, plot, or theme, they must be able to make inferences based on the text of the story. ● to ask questions, summarize, paraphrase, or quote accurately information given in an informational text to comprehend the text read in order to answer questions or solve problems. ● how to respond appropriately to answer various writing prompts. ● that the components of any story (including novels) include characters (characterization), conflict, theme, setting, dialogue, and plot. and that coherence, clarity, and comprehension hold a story together.	**Unit Objectives** *Students will be able to…* ● use various informational texts in order to gain knowledge of text features authors use in this genre. ● quote accurately from a text when explaining and when drawing inferences from the text. ● compare and contrast two or more folktales, legends, or myths for common themes, cultural influences, and text structure. ● develop an appreciation for multiculturalism through reading various folktales, legends, and myths. ● use folktales, legends and myths to draw inferences from the text in order to develop a deeper understanding of the characters, plot, and theme. ● determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● use a variety of word attack skills such as letter-sound correspondences, syllabication patterns and morphology, including grade-level phonics and word analysis skills in decoding to support comprehension.

● how to use a working portfolio to enhance their learning experiences and help them self reflect on their learning. ● How to spell grade appropriate words in their daily writing.	● use metaphors and similes to determine the meaning of words and phrases as they are used in a text. ● recognize the need to adapt speech and the written word to a variety of contexts and tasks. ● write routinely over extended time frames, shorter time frames, and in a variety of formats for a range of discipline- specific tasks, purposes, and audiences. ● use a variety of reference materials in order to answer a set of essential questions determined by the teacher. ● conduct short research projects using several sources ● analyze a narrative, infer character traits, and formulate a response ● use knowledge of grade 5 English grammar and usage to express ideas effectively. ● use correct spelling of grade appropriate words.

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Journal Writing
- Class discussion
- Teacher Observations/Conferences
- Do-Nows
- Exit Cards
- Projects
- Literature Circles
- Graphic Organizers
- Multiple Choice Tests
- Timed Readings/Writing Tasks
- Running Records/Anecdotal Notes
- Writer's Workshop
- Performance-Based Checklists
- Higher Order Questioning

- Reader/Writer Workshops
- Reading Response Entries
- Rubric Assessments
- Peer Editing
- Portfolio Reflection Process/Self Evaluation
- Teacher Conferences
- Pair & Share Activities
- Cooperative Learning Groups
- Literature Responses/Reader's Notebook
- Open-Ended Questions
- Note-Taking
- Quizzes
- Self-Assessments/Reflections
- Literary Projects

Summative Assessments

Novel/unit projects	District benchmark or interim assessments
End of unit assessments	Portfolios
State assessments	Unit Tests/Project

Modifications (ELLs, Special Education, Gifted and Talented)

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

● choral reading
● chants, songs
● use charts, posters, videos
● use a highlighter for key ideas, vocabulary
● write helpful hints in margins of copied materials

- provide copy of all notes
- preferential seating
- use manipulatives
- use graphic organizers
- reinforce vocabulary within the content
- assign a picture or movement to vocabulary words
- small group instruction
- use print, not cursive
- use books on tape
    Suggested / possible modifications for *Gifted and Talented*:
- ask open-ended questions
- encourage upper level int—ellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

Always follow all IEP and/or 504 Plan modifications.

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

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

Good Writing: http://www2.scholastic.com/browse/lessonplan.jsp?id=224
Colonial Life Integration: http://www.history.org/history/teaching/dayinthelife/DayintheLife.cfm
Colonial Life and Revolutionary War Integration: http://www.mission-us.org/
Spelling Lists 5th Grade: http://www.homespellingwords.com/5th-Grade-Spelling-Words.htm
Spelling Lists 6th Grade: http://www.homespellingwords.com/6th-Grade-Spelling-Words.htm

Folktales, Legends, and Myths:
http://www.mythweb.com/
http://www.mikids.com/FolkFairyTales.htm
http://www.planetozkids.com/oban/legends.htm
http://www.pitara.com/talespin/folktales.asp *Layered*
Curriculum Resources: http://help4teachers.com/
  http://help4teachers.com/ShilohFigurativeLanguage.htm
  http://help4teachers.com/chocolatefactory.htm
  http://help4teachers.com/PaulNonfiction.htm
  http://help4teachers.com/ShilohPartsOfNonfiction.htm
  http://help4teachers.com/debbiebudnotbuddy.html
  http://help4teachers.com/ChanRedbird.htm
  http://help4teachers.com/LionWitch.htm
  http://help4teachers.com/immigrant.htm

http://help4teachers.com/BillNativeAmericanMigrationsandAdaptation.htm
http://help4teachers.com/Steve5thGradeCommArts.htm
http://help4teachers.com/StephanieBiomes.htm
http://help4teachers.com/ShonnaCells.htm
http://help4teachers.com/AmandaUnstoppableUniverse.htm

Teacher Notes:

Go to http://www.corestandards.org/ELA-Literacy/RL/5/ for exemplars for language arts.

● Infuse various literary genres throughout this unit.
● Start a writing portfolio for each student.
● The following foundational skills should be developed continuously throughout the year:
Reading:
  ● Make use of schema
  ● Reread for clarification
  ● Seeking meaning of unknown vocabulary
  ● Make and revise predictions
  ● Draw conclusions
  ● Make connections: text to text, text to self, text to world
Writing
  ● Use written and oral English appropriate for various purposes and audiences.
  ● Create and develop texts that include the following text features:
    o Development: the topic, theme, stand/perspective, argument or character is fully developed
    o Organization: the test exhibits a discernible progressions of ideas
    o Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
    o Word choice: the words are precise and vivid
  ● Create and develop texts that include the following language conventions:
    o Sentence formation: sentences are complete and varied in length and structure
    o Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

Content Area: English Language Arts

Unit Title: 5

Target Course/Grade Level: Grade 5

Unit Summary
Immerse the students in literature and informational text during this unit, with a focus on the distinct features, forms, of drama. Students apply knowledge of the story structure, figurative language, creative writing, and inferential skills to engage these texts. In addition, students will study convey a position through opinion writing in a variety of formats and apply these techniques in their own writing. Students will read a variety of authentic literature and informational texts based on student interests, teacher need, and the content of the social studies and science curriculum to support opinion writing and drama skill development. Reading and writing should be integrated on a daily basis. The students should be able to type proficiently by the end of the year (minimum of two pages).

Interdisciplinary connections:
https://www.state.nj.us/education/cccs/2014/ss

Social Studies: Read informational texts and write opinion pieces introducing the topic clearly and providing logically ordered reasons.
Technology: Interactive games; keyboarding practice when typing compositions; related videos & websites; use of online readers; research & citing sources.

21st Century Themes:
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and genetics. For further clarification see www.state.nj.us/education/aps/cccs/career/
  Theme: Global Awareness
        Activity: Analyze non-Western texts and texts set in different locations, read articles on diverse cultures and religions (Scholastic news, CNN kids), set up blogs with students from other countries.
  Theme: Information Literacy
        Activity: Students will access and interpret information through texts, websites, videos, and other sources to evaluate and interpret for use of writing opinion pieces.
  Theme: Creativity and Innovation
        Activity: Use of brainstorming, analyzing drama, collaborative analysis of dramas, collaborative writing.

College and Career Readiness: Note that the Common Core State Standards provide for College and

Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/ELA-Literacy/CCRA/R/

Learning Targets

Content Standards: RL – Reading Literature, RI – Reading Informational, W – Writing, SL – Speaking and Listening, L – Language

Number	Common Core Standard for Mastery
RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
W5.6	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

RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.5.3.a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
RF.5.4.a	Read on-level text with purpose and understanding.
RF.5.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.5.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

W.5.10	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.
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.

SL.5.1a.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles
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.
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Paraphrase portions of a text read aloud or information presented in divers media and formats (written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b	From and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
L.5.1.c	Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d	Recognize and correct inappropriate shifts in verb tense.
L.5.1.e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.5.2.a	Use punctuation to separate items in a series.
L.5.2.b	Use a comma to separate an introductory element from the rest of the sentence.

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?*).
L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of work.
L.5.2.e	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.
L.5.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
L.5.4.c	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5.a	Interpret figurative language, including similes and metaphors, in context.
L.5.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c	c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Unit Essential Questions	Unit Enduring Understandings
● Why do readers need to pay attention to a writer's choice of words? ● How can determining the theme of a drama enhance understanding of the storyline. ● How does the structure of language convey meaning? ● How can opinion writing be crafted so it motivates and influences a reaction for its audience?	*Students will understand that…* ● Readers use language structure and context clues to identify the intended meaning of words and phrases as they're used in text. ● characters in a drama respond to challenges, which influences the theme of the drama. ● Communication is the ability to inform, entertain, and / or persuade an audience for a purpose while also receiving information and ideas.
Unit Objectives *Students will know…* ● how to read and apply strategies to analyze a drama (e.g., structure, characters, point of view, theme). ● how to write for an opinion piece that is supported by evidence and details.	**Unit Objectives** *Students will be able to…* ● write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue-based) ● determine the theme of a drama by analyzing characters and plot. ● analyze the structure of a drama and explain how scenes fit together to provide overall structure. ● quote accurately from the text when drawing inferences from the text. ● gather, select, and organize information appropriate to a topic, task, and audience. ● use a variety of strategies (e.g., note-taking, outlining, making charts, developing a graphic organizer) to collect and record information. ● use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance. ● organize paragraphs using topic sentences. ● use details, examples, and reasons to support central ideas or clarify a point of view. ● revise drafts by rereading for meaning, narrowing focus, and elaborating with details. ● make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details to convey a particular idea or mood, and justify the choices made. ● use a variety of reference materials to revise work. ● edit writing for the use of Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting. ● use increasingly complex sentence structure and syntax to express

	ideas. ● use computer writing applications during the writing process. ● develop a collection of writings (e.g., a literacy folder, a literacy portfolio). ● reflect on own writing, noting strengths and setting goals for improvement. ● Choose words specifically to convey a particular idea or mood, including the intentional use of figurative language. ● how to spell grade-appropriate words in their daily writing.

Students will know…
(for reading poetry and drama)
● and recognize a variety of grade-appropriate poem structures.
● how to develop meaning from drawn inferences and figurative language
● how to analyze story elements and support analysis with references to the text

● Demonstrate the development of a personal style and voice in writing.
● sharpen focus and improve coherence by considering the relevancy of included details and adding, deleting, and rearranging appropriately
● use a variety of reference materials to revise work, particularly a thesaurus.
● edit writing for the use of Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, and handwriting.
● use increasingly complex sentence structure and syntax to express ideas.
● produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.
● reflect on own writing, noting strengths and setting goals for improvement
● maintain a collection of writings (e.g., a literacy folder, a literacy portfolio).

Students will be able to…
(for reading poetry and drama)
● survey and explain text features and structure that contribute to comprehension.
● vary reading strategies according to their purpose for reading and the nature of the text.
● develop an awareness of form, structure, and author's voice in various genres, particularly poetry and drama.
● identify and respond to the elements of sound and structure in poetry.
● identify the structures in drama.
● identify author's purpose, views, and beliefs.
● anticipate and construct meaning from text by making conscious connections to self, an author, and others.
● recognize literary elements in stories, including setting, characters, plot, and mood.
● recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).
● infer specific word meanings in the context of reading passages.
● recognize and identify antonyms, synonyms, homophones, and homographs
● use grade-level appropriate resources such as a dictionary or thesaurus in order to independently define unknown words.
● read regularly in materials appropriate for their independent reading level.
● interpret idiomatic expressions.
● develop and expand vocabulary using word attack strategies and context clues.
● read aloud in ways that reflect understanding of proper phrasing and intonation.

● apply self-correcting strategies to decode and gain meaning from print both, orally and silently.
● support text analysis including inferences with quotes from the text.

Students will know…
(for listening and speaking)
● how to listen to and respond to others.

Students will be able to… (for listening and speaking)
● make inferences based on an oral report or presentation
● accept others' opinions and respond appropriately
● engage in collaborative discussions and extend learning by posing new ideas.
● listen to determine a speaker's purpose, attitude, and perspective

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

● Journal Writing	● Reader/Writer Workshops
● Class discussion	● Reading Response Entries
● Teacher Observations/Conferences	● Rubric Assessments
● Do-Nows	● Peer Editing
● Exit Cards	● Portfolio Reflection Process/Self Evaluation
● Projects	● Teacher Conferences
● Literature Circles	● Pair & Share Activities
● Graphic Organizers	● Cooperative Learning Groups
● Multiple Choice Tests	● Literature Responses/Reader's Notebook
● Timed Readings/Writing Tasks	● Open-Ended Questions
● Running Records/Anecdotal Notes	● Note-Taking
● Writer's Workshop	● Quizzes
● Performance-Based Checklists	● Self-Assessments/Reflections
● Higher Order Questioning	● Literary Projects

Summative Assessments

Novel/unit projects	District benchmark or interim assessments
End of unit assessments	Portfolios
State assessments	Unit Tests/Project

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:
Manchester, Ocean Twp., Lakehurst

Opinion Writing

https://sites.google.com/site/5thgradepersuasivewriting/

http://achievethecore.org/page/503/common-core-argument-opinion-writing-list-pg

http://readingrecovery.org/images/pdfs/Conferences/NC13/Handouts/Fielhauer_Opinion_Writing_Handouts.pdf

Reading Drama

Cornerstone text samples

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

http://teacher.scholastic.com/lessonrepro/results/index.asp?SubjectID=1&SubheadID=3&TopicID=20&Grade_Value

=> a variety of short plays that introduce students to the genre and are integrated with other language arts/literacy, science, and social studies topics

Teacher Support

> a variety of drama lessons, including cross-curricular lessons

**Reading Comprehension Strategies: **

Teacher Notes:

● Infuse various literary genres throughout this unit.

● Start a writing portfolio for each student.

● The following foundational skills should be developed continuously throughout the year:

Reading:

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

Writing

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